

CHILDHOOD EDUCATION

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Table of Contents

SUGGESTIVE KINDERGARTEN CURRICULUM MATERIAL. <i>Committee of Wisconsin Teachers</i>	99
LABORATORY PLAN FOR STUDENT TEACHERS. <i>Lucy Gage</i>	109
THEORY OF THE KINDERGARTEN PRIMARY UNIT. <i>Mabel E. Simpson</i>	110
PRACTICE OF THE KINDERGARTEN PRIMARY UNIT. <i>Beryl Parker</i>	116
STATISTICS ON KINDERGARTEN EXPANSION. <i>Frank M. Phillips</i>	122
HOW A GROUP POEM WAS MADE. <i>Ruby Berger</i>	124
EDUCATING PARENTS TO THE VALUE OF PHYSICAL HYGIENE. <i>Winifred Rand</i>	128
CHRISTMAS SUGGESTIONS. <i>Kalamazoo Public Schools</i>	133
BOOK REVIEWS. <i>Alice Temple</i>	137
MAGAZINE REVIEWS. <i>Ella Ruth Boyce</i>	140

CHILDREN'S BOOK WEEK

November 17th to 23rd



THIS is the children's century. Everywhere people are striving to give children an ideal environment. It seems almost unnecessary to mention that books are an essential part of happy childhood days. There is nothing which can contribute more to anyone's happiness than a love for good books and the possession of a personal library. The earlier this truth is recognized in the home the greater the opportunity.

With this growing interest in books for children, publishers and booksellers are doing their part in making the best literature, old and new, available to young people. They are employing specialists so that their juvenile lists may reflect good taste and a thorough knowledge of children. Some of the best known and most highly paid artists are devoting much of their time to the interpretation of children's books. Never was the array of books gayer or more

artistic. The fine old books reappear in new editions and the modern books reflect the manifold interests of the boys and girls of our era.

Book Week (November 17th to 23rd) observed this year for the eleventh time, represents the cooperation of all kinds of agents of child welfare in an effort to dramatize and intensify a national interest in books for children, and to bring the book and the child closer together. Authors contribute their time as speakers,—publishers distribute their services widely, and booksellers and librarians arrange the most entrancing programs for the promotion of reading. "*Every child with a library all his own*" is a constructive slogan for Book Week. Surrounded early in life by an atmosphere of books, the child is assured of securing from life its greatest and richest appreciations.

The National Association of Book Publishers, 347 Fifth Avenue, New York, has prepared a number of interesting pamphlets of suggestions for observing Book Week this year. They will provide this publicity as well as an attractive color poster designed by Robert C. Gellert, free of charge, on your request.

CHILDHOOD EDUCATION

For the Advancement of Nursery—Kindergarten—Primary Education

Vol. VI

NOVEMBER, 1929

No. 3

Suggestive Curriculum Material for the Four and Five Year Old Kindergartens

Wisconsin State Kindergarten Association

SERIES I

CURRICULUM COMMITTEE

CHAIRMEN—Miss Louise M. Alder, State Normal School, Milwaukee, Wisconsin.

Miss Caroline W. Barbour, State Normal School, Superior, Wisconsin.

Miss Blanche L. Barse—Music,
State Normal School, Superior.

Miss Irene Harbeck—Work Period,
State Normal School, Milwaukee.

Miss Elizabeth Heiny—Play Activities,
State Normal School, Milwaukee.

Miss Mary W. Holmes—Psychological Ten-
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State Normal School, Milwaukee.

Miss Clara L. James—Equipment,
Supervisor, Oshkosh Public Schools.

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Hanover Street School, Milwaukee.

Miss Blanche Lovett—Rhythmic Activities,
State Normal School, Milwaukee.

Miss Jeannette McCoy—Habits, Attitudes,
Skills,

Atwater School, Shorewood.

Miss Avis McHenry—Rhythmic Activities,
Hartford Avenue School, Milwaukee.

Miss Irene Toviek—Work Period,
State Normal School, Superior.

Miss Jane Vernon—Language and Literature,
Supervisor, Kenosha Public Schools.

INTRODUCTION

By CAROLINE W. BARBOUR

President, Wisconsin State Kindergarten Association

The kindergarten problem of Wisconsin is to emphasize the right kind of training and to furnish the best environment-stimuli for four-year-old children. Why? For many reasons—An important one is that the Wisconsin school entrance age is four years. This first school year may be either a blessing or a disaster, according to the handling of the opportunity offered. Unless kindergartens are intelligently planned for this age, children will enter and are entering schools not prepared to meet their particular needs. This has serious results in retardation and increase of the first grade teachers' problems. Another reason is that we have four-year-old groups as distinct from five-year-old groups

in many of our kindergartens and we should, therefore, be able to show the specific values of this introductory year, and its close relation to *nursery school* and *home education*. And last, because we believe, as Miss Vandewalker says in her pamphlet "Wisconsin Needs More Kindergartens," that kindergarten is the *right kind* of education for the four-to-six year old, typical of his activities for each year. Thus we will help answer the problem of the superintendent who is asking why there should be two years of kindergarten. Shall we not try to meet this challenge in the spirit in which it is offered and prove to him, that the four-year-olds' experiences and the training obtained from entering into school life at so impressionable a period are enriching, economical, and socially valuable?

THE FORMULATING OF A TWO YEAR KINDERGARTEN CURRICULUM

By LOUISE M. ALDER

A superintendent in one of our Wisconsin cities asked his kindergarten teachers not long ago whether in light of the cost to the community of providing two years of kindergarten training they felt they were rendering full value for the amount expended. "If the second year of training is a duplicate of the first year," he said, "I am sure you are not doing so. What are your definite educational objectives for each year?"

This superintendent has thrown out to kindergartners of Wisconsin a challenge to prove that we have two well defined years of kindergarten training, and that our children receive values from these two years of training which make them an unquestioned asset in the educational system. This suggestive material for a two year curriculum is a direct attempt of the Wisconsin State Kindergarten Association to answer this challenge.

THE NURSERY SCHOOL PROVES THE VALUE OF GROUP TRAINING FOR YOUNG CHILDREN

Is not this a strange time to be asking whether or not education in a group should be provided for four year old children when modern scientists after careful study and experimentation with the pre-kindergarten age have recommended education in a small group for the toddler, and the nursery school has sprung into being to meet the need? Many private and philanthropic nursery schools have been established and a few have found their way into public schools. Progressive Wisconsin superintendents are already beginning to give serious consideration to the child between two and four, and one, at least, is beginning to plan for room and equipment for such a school. Several of the universities and private training schools and a few of the Normal Schools are giving courses for the training of nursery school teachers and for parental education.

THE FOUR YEAR KINDERGARTEN SHOULD ESTABLISH HELPFUL RELATIONSHIP WITH HOME AND NURSERY SCHOOL

A growing number of child psychologists, child welfare workers and educators are convinced that since education begins with infancy and since the years before six determine to a large extent the physical being, the personality and character of the individual, the public school must assume some degree of responsibility, and supervision of the so-called nursery years. Just what

form this supervision should take has not yet been determined, but we are sure that the kindergartner should have a large share in the responsibility and should be fitting herself to meet it intelligently. Dr. Arnold Gesell, director of the Child Psycho-Clinic at Yale University believes that while we need not expect at present wholesale introduction of nursery schools into our school systems, when the kindergarten is not yet fully established, all school entrance should be through the kindergarten and this institution should extend its interest and its understanding and its leadership down into the nursery period, and should establish a more helpful relationship with the home. Coming as it does between the home and the first grade, the kindergarten is in a strategic position, one which calls for a large degree of adaptation to meet the needs of young children.

THE FIVE YEAR KINDERGARTEN SHOULD LOOK NOT ONLY TOWARD HOME AND
FOUR YEAR KINDERGARTEN BUT ON TOWARD FIRST GRADE

Our earlier problem of unification between kindergarten and primary grades has in principle been solved, although much needs to be done before a fine adjustment between the two grades has been realized in actual practice in all of our Wisconsin schools. The teacher of the five year kindergarten should work in closest cooperation with the first grade teacher, developing with her a curriculum which will show continuity in children's experience and interests and in development of conduct and behavior. The curriculum and individual records of children kept in the kindergarten should be passed on to the first grade teacher. The kindergartner should follow her children into the first grade and note their strength and weakness in a new situation as an aid in modifying the type of training she should give. There should be much visiting back and forth between the groups, and much sharing of interests and experiences that barriers may be broken down. The five year kindergarten should look toward the first grade, and there should be a conscious preparation for reading readiness and for rich number experience; yet the kindergartner must be careful not to mould her work on the pattern of the primary school room. Her aim should rather be to help children of five to live as richly and effectively as possible. Many educators feel that the kindergarten has already adapted itself too fully to a formally organized school system, and has become in reality a pre-primary room. We need to think now of extending our kindergarten down toward the nursery school and the home. Miss Patty Hill, Dr. Helen Woolley and other nursery school leaders feel that this new institution has much to offer, especially to the four year old kindergarten. We need to give more emphasis to health supervision, to physical nurture, to nutrition, to mental hygiene, to the new development psychology, to home visitation, and parental conferences. We need to provide more adequately for cleanliness, for lunches, for work and play in the open air, for excursions, for happy atmosphere in which there is a sense of freedom and much opportunity for self-expression, and finally for rest and perhaps even for sleep. Our kindergarten must not only give opportunity for mental and spiritual nurture, but must also serve as a health giving agency. The work of the nursery school can be of practical help and inspiration to us in these respects. We need a conception of a unified, interrelated program of early education, the kindergarten cooperating helpfully with the home and with all infant welfare agencies on the one hand, and with the primary school on the other. We must think in

terms of NURSERY-KINDERGARTEN-PRIMARY EDUCATION. The four year kindergarten because of its position must look more often toward the experiences of the home and the nursery school, and the five year kindergarten must look not only in this direction and at the experiences gained in the four year kindergarten, but also to the experiences which will follow in the first grade.

DIFFERENCES IN CHILDREN OF FOUR AND FIVE YEARS DETERMINE DIFFERENCES IN CURRICULA

But the most important consideration in determining the differentiation between the curriculum for the four year old group and that for the five year old group is the differences in the physical, mental and social development of the children themselves. We would not feel that we could meet the needs of children of six and of seven with the same curriculum. No more can we do so with children of four and five. Indeed the younger the child the more apparent is the difference in development from year to year. Each age group comes to us with impulses, powers, capacities and interests. Our task is to understand these and to provide such situations as will call forth the best types of expression. We must help children to get what they intrinsically need, and must learn their needs through studying their behavior in the process of growth. Modern developmental psychology with its methods of research must be called upon to help the kindergartner study and interpret the responses of her children and determine the needs on the two levels of development. We feel, therefore, that it is fitting that the first pages of our curriculum should be devoted to the psychological differences of children of four and five. These differences have been kept in mind by those who have written the following pages of curriculum material for the two age levels. These teachers have also made large use of curriculum and individual records which have been carefully kept by teachers of several groups in order to determine whether the activities stated were typical expressions of the age to which they were assigned. The committee hesitates to set forth even so general a statement of differences as is made in these pages. We feel that this study and recording of children's responses and achievements actually mastered in a large variety of situations should continue for several years with many different classes and types of children before we can be able to formulate curricula based upon trustworthy knowledge as to what to expect and ask of children of different age and intelligence levels. These pages should, therefore, be looked upon not as a final expression of differences, but as tentative only, merely suggesting tendencies of the two ages.

CLASSIFICATION SHOULD NOT BE BASED SOLELY UPON CHRONOLOGICAL AGE

The measurement of intelligence has helped us to understand what a wide range of mental ages we have in a group all of whom have the same chronological age. For example, in a four year age group we may find mental ages ranging from two to seven years. There will, therefore, be a large overlapping of mental ages in our four and five year groups. This suggests that classification should not be based solely upon chronological age. We wish our children grouped as far as possible with others at the same stage of development in order that needs may be most adequately met. It would seem wise to admit all four year olds entering for the first time into the five year group. An intelligence test should be given as soon as possible and if need be a reclassifica-

tion should be made of the children, consideration being given to physical development and social maturity as well as to mental maturity. Other qualifying conditions must be kept in mind as we study differences. Toward the end of the year the four year group will have advanced so that their type of expression will more nearly correspond with that of the five year group at the beginning of the year. Groups in the same school will differ from year to year, and groups in different schools will differ widely not only because of variation in mental capacity but also in types of experiences. The responses of the five year old group will be modified by attendance upon the four year kindergarten and also upon the type of program carried out in that kindergarten. The expression of children who have had a year of kindergarten training shows more maturity in every way, than that of children without such training. All this tends to show how complicated the problem is.

A TENTATIVE STATEMENT OF DIFFERENCES BETWEEN THE FOUR AND FIVE YEAR OLD CHILD

By MARY W. HOLMES

The following outline is an attempt to put into suggestive and usable form from the standpoint of child study some of the changing tendencies seen in the four and five-year old child. There is no attempt made to offer the results of an exhaustive study of available sources of information, nor to quote authority for all the statements made. It is hoped, merely, that this outline will offer a tentative background for the proposed work in differentiating the curriculum material for four and five-year old children and that it will lead to thought.

In comparing the statements made about the psychology of the four and the five-year old child, it is necessary to keep two points clearly in mind:

First, the attempt has been made to understand the psychology of the chronologically four-year old and the chronologically five-year old child whose mental and physiological ages correspond to the number of years they have lived.

Second, most kindergartens, whether intended for four or for five-year old children contain children whose ages vary from four and a half to five and a half, and whose mental and physiological ages overlap even more. Because of this overlapping, it would be impossible to do more than to indicate psychological tendencies in the four and the five-year kindergartens. A recognition of individual differences would demand that the curriculum be flexible enough to meet the needs of all the children, but it may be worth while to study the tendencies in each group so that we may understand where the emphasis lies with the average child.

In general it would be well to recall the fact that modern psychology and biology emphasize the value of individual differences and the necessity of considering them; the importance of the development of the powers through use and wise guidance; and the danger of forcing and premature training. We are warned that *spontaneous use of the powers should precede training and that the ease with which a child makes use of training may guide us to the amount of training which may be safely offered.* This is especially true in the case of drawing and rhythm.

PHYSICAL TENDENCIES

FOUR YEAR

At beginning of period sense organs probably perfected through inner growth.

Period largely characterized by growth of large muscles of legs, arms, and trunk.

Motor coordinations sometimes clumsy. May skip poorly or not at all. Few fine coordinations of hands.

FIVE YEAR

Sensory neurones controlling hands less mature than those controlling trunk and upper limbs. Feet even less ready for precise movements.

Continued growth of large muscles of trunk and limbs. Motor development overtaking sensory. Consistently superior muscular coordination and control. More grace and freedom of movement in rhythm. Can more easily inhibit one movement and change to another.

Somewhat more details with hands.

INSTINCTIVE AND PLAY INTERESTS

FOUR YEAR

Tendency to many sense plays and experiences, especially at first.

Smelling flowers, putting on daubs of bright color, making noises with feet or blocks, patting and pounding clay.

Stays longer in experimental and symbolic stages of work (as defined by Miss Mathias, *Beginnings of Art in the Public Schools*).

Shows little interest in the work of others; not easily influenced by suggestions.

Puts on daub of color for the interest in the activity but may later call it a ball.

Piles up the blocks and then calls the pile a house.

All materials practically new—is in manipulative stage—seeking to gain control over materials.

Collecting and hoarding of miscellaneous objects.

Brings into school room any object that attracts attention through its color or other interesting appearance.

Dramatic play is simple and consists largely of reproducing the outstanding characteristics of whatever is imitated.

The child rocks or feeds the baby, sits at the table and eats, gallops like a horse, etc.

In the beginning there is little organization of this play with other children.

Several children play in the doll house but each carries on his own activities independently of the others.

FOUR YEAR

In the beginning—

Vocalization largely imitative and expressive of immediate personal experience.

Child at first is interested only in telling of things he has made or done or experienced as suggested by what he hears or sees.

During the year child grows into ability to attend for short periods of time to what others are showing and saying and to make simple contributions.

VOCALIZATION

FIVE YEAR

Motor interests tending to crowd out sense plays.

Building with large blocks. Use of swing and other apparatus, running and skipping and chasing.

More organization and more control in these activities.

Constructive play shows from the beginning an interest in crude results, and some attention to how they are attained.

Can take and use suggestions.

Child plans to make a cap or a train and makes changes in his construction in order to increase beauty or utility.

When using new material passes very quickly through the experimental and symbolic stages.

May in the same period, pat the clay, call the result a saucer and then try to make a better saucer.

Growing sense of ownership and ability to organize collections under some idea.

Brings in leaves, twigs and other nature objects suggestive of the fall season. Brings in pictures of any subject under discussion—as pictures of good things to eat.

Dramatic play reproduces the same outstanding characteristics but places them in their setting and gives more detail.

Playing house usually involves a father and mother, and perhaps a grocer and delivery man. It demands telephones and many kinds of furniture—all crudely made.

Children play more together; often dependence upon others to complete the fuller play idea.

FIVE YEAR

Vocalization for the sake of exchanging experiences.

Child listens to the experiences of others and adds contributions of his own bearing on same subject.

More organized thinking.

SOCIAL TENDENCIES

In the beginning strongly individualistic tendency. Child tends to play alone or is gre-

More cooperative in play. More adaptive in behavior. Child works with other children

gamous but not often cooperative. Is dependent largely upon the teacher for approval.

Child may go off into the cloak room to string beads. Two children may sit side by side using blocks but each makes a different thing.

Later children often work together on same piece of work, each doing his own part without much consultation with others.

MENTAL TENDENCES

Attention largely spontaneous but it is possible for child to attend to commands and directions with more voluntary control than in three year period.

One command must be given at a time, and immediately before its execution.

Can associate sense experience with names if he has the experience and feels a need for it. Knows colors but usually cannot name them because of lack of need.

Sight of object calls up appropriate name. Child identified but does not describe.

Has ability to compare and contrast visual forms which have meaning to him.

Can select blocks of different shapes and make appropriate use of them, fit them together, etc.

Is able to comprehend statement of simple situation and suggest procedure.

"What ought you to do when you are cold?"

Number and distance concepts vague.

He counts but usually does not match numbers with objects until trained to do so. Often uses 100 to indicate magnitude.

Imagination is largely reproductive but with little discrimination between what is perceived and what is imagined.

Sees no discrepancies in story of Three Bears.

Experiences too limited to be critical.

Story Interest.

Four year old does not have to be a part of each story situation as the three year old does. Has moved out of his own narrowly personal environment into slightly wider range of experience. Still has primarily motor interests and expression. Relationships that story expresses more important than facts. Fairy tales must deal with things in which child has had first hand experience and must interpret world according to the relationships which child employs.

Gingerbread Boy and Old Woman and Pig not Cinderella or Jack and the Beanstalk.

on a common objective. Has greater interest in the opinion of other children.

A group of children together plan and execute a train or play house. Children sitting side by side compare and criticize each other's work, or see that they can make a better house, if they use all their blocks together.

Greater power to understand instructions. Ability to hold an idea in mind long enough to guide the process.

Can take and obey several directions for putting away material and straightening room. Usually can associate color with name.

Defines objects in terms of use.

(Ankle means to walk with.)

(Chair is to sit on.)

Can make aesthetic comparisons. Can tell "Which of two pictures is prettier," etc.

Has some power of auto criticism and willingness to persist in a line of action under the control of an idea.

If he makes a wagon and the wheels do not turn he may be dissatisfied and may work for some time to overcome the difficulty.

Matches number with objects, knows ten is more than six. Knows some simple number combinations. Good discrimination as to amount he needs, length of board, or size of cloth.

Imagination becomes more controlled and creative.

Distinguishes somewhat more clearly between true story and fairystory, between real experiences and those of imagination.

Child has made progress in separating himself from environment. Stories must add to experience and take him beyond the "here and now." The realistic story must interpret experience.

Results not of primary interest.
Few standards for making judgments. Tends to be satisfied with own results no matter how crude.

Period of constant questioning and curiosity.

Reasoning very inaccurate because of meager experience.

Greater ability to purpose and carry out. Greater attention to how things are done, and greater interest in finished result. Begins to criticize own work. More ready to take suggestions and to imitate.

Questioning shows increased interest in cause and effect.

Reasoning slightly more accurate.

Greater maturity of personality make-up. More self contained. Less at the mercy of environment. Performs the same activities with more confidence.

LANGUAGE EXPERIENCES

In Terms Of

Conversation.
Spontaneous Dramatic Play.
Drawing and Painting.
Picture Books and Pictures.

Stories.
Rhymes and Lyrics.
Typical Language Situations with
Expression of the Four Year Group,
Expression of the Five Year Group.

CONVERSATION

AIMS

- To build up a rich background of worthwhile experiences out of which an abundance of ideas may develop.
- To give opportunity for free, happy conversation about things of interest to the child and to the group.
- To develop ease and spontaneity in expression.
- To develop ability to express ideas in words that will adequately meet needs.
- To develop ability to understand what others say.
- To develop ability to organize thoughts and to keep in mind longer and longer series of ideas.
- To establish correct language habits,
clear enunciation,
correct pronunciation,
pleasing voice.
- To enlarge the vocabulary through rich background of interesting experience.
- To stimulate interest in other means of communication as later reading and writing.
- To encourage beginnings in literary expression.

SITUATIONS GIVING THE GREATEST OPPORTUNITY FOR CONVERSATION

1. Various experiences of the free period for work and play.
2. Various experiences of the organized work period.
All kinds of group activity, particularly informal dramatic play.
3. Group discussions:
Conversation about special occasions as Valentine's Day, Christmas, a trip to the Zoo, a trip on the train, talks about Lincoln and Washington, Nature trips and Nature material, conversation during "conference" of group—children explaining about things they have made or are making in kindergarten or at home, standards and judgments of individual children or the group as to accomplishment and how to proceed;

conversation about pictures, books; about drawings the children have made (drawing is language at this level).

4. Music:

Conversation about songs, rhythms, music for appreciation.

5. Story period:

Conversation about stories told; about poems; telling original stories.

6. Plays and games:

Discussion about plays and games, how to play them, ways in which they may be improved.

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SUGGESTIVE METHODS

Oral communication is the most used and most important means of social intercourse and as children can learn to talk with ease and with improved expression only by talking, they should be given every appropriate opportunity for spontaneous oral expression.

Under "Situations" of this outline various situations are suggested which lend themselves to spontaneous conversation. It is the teacher's part to set up situations which will stimulate free expression, and to direct conversation toward topics that are interesting and worthwhile to individual children and to the group.

A conversation period when the group gathers for an informal, social talk about their play, the things they have made, the things they brought to kindergarten to show, trips they have taken, etc., has as its chief purpose providing opportunity for happy social experiences, the widening of interests, the gaining of information about things of interest to children and improved oral language through spontaneity of expression. For the five year group, this informal conversation period offers opportunity for practice in correct language habits, clear enunciation, correct pronunciation, pleasing voice. Imitation plays a large part in the establishing of these correct habits of oral expression. In the conversation period, as well as during the spontaneous conversation of the play period, the work period, lunch period, etc., the *teacher's habit of speaking correctly and quietly* will help to establish in the children right language habits.

The group discussion at the close of the work period to talk over accomplishments, improve results, and plan work for the next day, helps to organize ideas gained in these experiences. In the five year group this type of conversation leads up naturally to composition. Conversation about some particularly interesting experience may be organized by the children into a letter to an absent child, an invitation to the first grade to see some thing the kindergarten children have made, or an informal story about an interesting group excursion.

Pictures descriptive of experiences of children will stimulate conversation and furnish material for original stories.

Other devices by which oral expression may stimulate an interest in later reading experiences::

Printed names of children above hooks in cloak room;

Labels on boxes and drawers containing materials;

Signs for the Library Corner—"clean hands," "quiet voices," etc.;
 Printed signs for things constructed—"Grocery Store," "Post Office,"
 "Stop" and "Go" signs;
 Printed names on charts made—"Fruits," "A Good Breakfast," etc.
 (These signs should come in answer to needs felt by children)

SUMMARY OF SUGGESTIVE METHODS

1. Provide a rich experience out of which new ideas will develop.
2. Offer wide opportunities for spontaneous expression of ideas and feelings.
3. Provide real audience situations which will inspire expression.
4. Give practice in expressing increasingly longer series of ideas through individual and group composition.
5. Give the child opportunity to enlarge his vocabulary through new experiences, through literature, pictures, etc.
6. Provide informal situations in which habits in correct use of oral language may be stimulated.
7. Use these conversation experiences as a means of creating interest in books, and in later reading situations.

EDUCATIVE OUTCOMES

ATTITUDES, HABITS, SKILLS

FOUR YEAR OLD GROUP

Pleasure in relating experiences to others.
 Pleasure in sharing experiences with others.
 Freedom and spontaneity in expression.
 Ability to keep in mind and express increasingly longer series of ideas.
 Increased speaking vocabulary.
 Cultivating an interest in books.

LEARNING

To talk in an audience situation.
 To listen attentively for short periods of time when another is talking.
 To overcome timidity and self consciousness.
 To use forms of courtesy, as "please," "thank you," "Good morning" and "Good by."

FIVE YEAR OLD GROUP

Pleasure in relating experiences to others.
 Pleasure in sharing experiences with others.
 Freedom and spontaneity in expression.
 Ability to keep in mind and express increasingly longer series of ideas.
 Increased speaking vocabulary.
 Cultivating an interest in books.
 Increased interest in and use of correct language habits—
 clear enunciation.
 correct pronunciation.
 pleasing voice (suited to the needs of the situation).
 Increased interest in books and in reading and writing situations.

LEARNING

To express ideas with increasing clarity.
 To find increased pleasure in social situations
 To listen attentively for longer periods of time.
 To listen without unnecessary interruption.
 To keep to the point.
 To tell things of interest to the group and not so much of trivialities.
 To wait turns if someone else is talking.
 To adapt voice to the needs of the situation.
 To look at people addressed.
 To contribute to a group "composition."
 To carry a message correctly and remember the answer to the message.

(To be continued)

THE LABORATORY PLAN AT GEORGE PEABODY COLLEGE FOR TEACHERS

LUCY GAGE

Professor of Elementary Education, Primary Department, George Peabody College
Nashville, Tennessee

NO ONE would question the educative value of self-activity as a working principle in the lives of boys and girls. In the Teacher Training world, must not the same principle hold valid with the students who are so soon to use this theory in working with children?

To realize this more completely, early in the elementary education course at George Peabody College for Teachers, the students are introduced to first hand contacts with educative situations and materials in a laboratory center.

This center includes a small, green building appropriated for a school with no furnishings or equipment. Gradually the responses of young children are provided for by the students, setting up within the school centers of activity for industry, art, science and English. Without the school, the play-ground, the garden, bird-life, water life, play-house, store, and means of transportation furnish suggestive problems.



TEACHERS IN TRAINING HANDLING TOOLS AND MATERIALS

With some background in biology, nature study, art, psychology and child life, the students find themselves gradually becoming identified with problems of their own choosing, either within or without the school house. Often the problem is one that calls for assistance. The group forms spontaneously to help solve the question. Here one comes upon knots of students counseling and guiding one another as to quality, quantity, location of raw materials, how to secure them, too.

Even as with children, conferences and checks and evaluations come from the instructor who is an intimate part of every working group whether it be playground, aquarium or transportation problem.

As one student put it—"Here at the education laboratory this summer I have found a way of living."

The Kindergarten-Primary Unit

Coordination Through a Unified Curriculum

MABEL E. SIMPSON,

Director, Elementary Grades and Kindergartens, Rochester, N. Y.

ARTICULATION OF EDUCATIONAL PRACTICES

AMONG the many trends in modern education the trend listed as the dominant feature of this program, *Articulation of Educational Practices*, is one of the most significant. Scientific investigation now is centering much interest and effort around the many intricate problems of closer coordination in school procedures. The influences of our more recent psychology of childhood have contributed greatly to coordinating the purposes and activities of the school experience of the young child. It is a well-known fact that this movement of coordination has been going on for a considerable period of time. In many parts of the country most valuable contributions already have been made. In some school systems, however, the movement has not taken root, while in still others it is not even recognized as a problem.

FORMER THEORIES ARE BEING MODIFIED

The fundamental principles involved in the psychology of childhood are modifying the point of view that child growth is accomplished through experiences marked off into a limited number of segments bound by periods of twenty weeks or the so-called semester of school time. The point of view rapidly is gaining ground that these rigid lines of demarcation are not justifiable and that better ways and means must be provided for continuous growth. Thus modern education is confronted with the development of principles and the evaluation of new procedures formulated to attain this end.

The results of the first step in the movement of coordination, that of unifying the work of the kindergarten and the first

grade have thoroughly proven the soundness of this theory of coordination. Our present conception of the period of childhood extends this period beyond the limits of either the kindergarten or the first grade. Thus gradually the field is broadening and the principles of coordination are being applied to the entire period of the child's school experience, whether this experience is that of early childhood, of adolescence or of the later periods that follow.

THREE ARTICULATING UNITS

The junior high school movement has concerned itself primarily with this problem of articulation, and thus has become a vital factor in setting up in many school systems throughout the country three recognized articulating units—the elementary school, the junior high school and the senior high school. Where the junior high school unit exists the elementary school period has come to be regarded as including the kindergarten and grades one to six, inclusive. The recognition of three articulating units of a school system necessitates the establishment of clearly defined objectives; first, for the system as a whole, and second, for each of the articulating units. Until these objectives are definitely formulated and thoroughly understood by the teaching body of the system there can be no assurance that the units of the system will be closely articulated and that adequate provision will be made for consistent growth within each unit.

In attempting to bring about greater coordination not only between the units of a school system but also within the unit itself, considerable attention now is being given to many of the undesirable conditions that have characterized education in

the past. The fallacies and inconsistencies of our present grades system, for example, are causing us to be dissatisfied with many of the former procedures and therefore are challenging us to scrutinize and carefully test any attempt to modify these procedures. We have not gone far enough at present to make it practicable for public school systems in general to discard the system of grading that now maintains. It is highly desirable, however, that present procedures be most carefully investigated and seriously challenged and definite provision made for controlled experimentation. In this way more worthwhile procedures may be determined and gradually substituted for those which have outgrown their usefulness because of changing conditions.

THE KINDERGARTEN-PRIMARY UNIT

The transition period in which we find ourselves is marked by varying procedures. The term "Kindergarten-Primary Unit", for example, is regarded in some school systems as embodying the activities of the kindergarten and first grade only. Other school systems look upon this period as covering the work of the kindergarten, the first, and the second grade, and still others are including the third grade in this unit. Again we find the point of view that the elementary school is one complete unit, with no change in emphasis or difference in procedure between the beginning experiences and the final experiences of the school.

Any conception of the elementary school period that recognizes a complete division between the beginning and the later years of the elementary school defeats the principle of articulation. Whatever the point of view, modern educational psychology points out the fact that there are certain fundamental influences which control the child's development during the beginning years of the elementary school and that these influences differ materially from those of the later period. These conflicting points of view clearly indicate that the final solution of this problem has not been

reached. About the best that can be done at the present is to take a definite stand in relation to the one that gives us the greatest proof of its validity. Then by means of further investigation modify our point of view in the light of all evidence secured.

In Rochester during the period of the last ten years we have been regarding the kindergarten-primary unit of the elementary school as covering the activities of the kindergarten and grades I-III inclusive. In taking this stand we are endeavoring to prevent any line of demarcation between the third and the fourth grade that would hinder the operation of our policies of articulation. This same principle operates in connection with the coordination of the work of the sixth year with that of the seventh or the first year in junior high school. During this period of ten years the qualification of teachers in the kindergarten-primary unit has been that of kindergarten-primary training. A teacher employed to teach in this unit of the elementary school is licensed to teach either in a kindergarten or in a primary grade. If she is assigned to a kindergarten she must also have experience in the primary grades before she is eligible to final appointment.

In this way we are endeavoring to extend the vision of the teacher through her teaching experience in a wider field than that limited by a single grade. The same principle operates in the second unit of the elementary school. A teacher employed to teach in this unit understands that she may be assigned to a fourth, a fifth or a sixth grade, and at intervals reassigned to any one of these grades, according to the needs and interest of the school. This attitude has been developed gradually until it now is the accepted policy of the elementary schools of the system.

THE NEED FOR CURRICULUM REVISION

If in principle this procedure is worth while it is equally important that the teacher be given every assistance possible. One of the most inadequate instruments of teaching is found in our existing courses

of study. The outlook upon educational philosophy and psychology that controlled the formulation of the majority of courses of study still operative in the country at large did not give consideration to co-ordination of procedures. Existing courses of study, therefore, in the main are of little value in helping the teacher to make practical application of this more recent theory. This explains in part one reason for the great impetus recently given to curriculum revision which now has become nation-wide. If a public school system aims to bring about closer coordination of educational practices then a reorganized curriculum is imperative.

Only a few of the most outstanding principles that should govern curriculum revision can be mentioned here. The ones referred to, however, seem to the speaker to be fundamental in any attempt made to provide greater unity in the school activities of the kindergarten-primary grades.

OBJECTIVES OF THE ELEMENTARY SCHOOL

The first among these principles is the formulation of the major objectives of the elementary school. In this field of endeavor in Rochester we are making the four objectives formulated by our Superintendent of Schools the basic principle upon which we are building all of our reorganized materials. These objectives may be found in the current yearbook of the Department of Superintendence as reported by the committee on articulation for the elementary school. Tersely stated, they deal with:

The Understanding of Social Relationships, and the Observance of the Laws of Health and Nature, the Appreciation of the Fine and Practical Arts, the Mastery of Tools and Learning.

Once having established the major objectives the next responsibility in attempting to prepare a unified curriculum is to determine the function of the so-called subjects of the elementary school; that is, reading, geography, natural science, health, and the like. Here we encounter marked differences in point of view. They range

from the least controlled of the present types of informal teaching that advocates no established curriculum to the most highly mechanized procedure that minutely prescribes each activity for each minute of the day and each day of the year.

Somewhere between these extremes is a middle course which if followed might well profit from the contributions and limitations of each of the extremes mentioned. This middle course would not discard at present the subjects of the elementary school as such. It would on the other hand, reclassify and even combine these subjects in the light of the particular contribution that each may have to make in the attainment of the major objectives.

STANDARDS OF ATTAINMENT

If we follow this middle course farther we must next give consideration to specific standards of attainment. This means the analysis of accomplishment through experiences to be gained in carrying on worth while child activities in which the various subjects of the curriculum function. The reorganized curriculum aiming to provide for greater unity than formerly, has a big responsibility here. It involves many readjustments in our present practices that govern promotions. It considers individual differences and existing policies of classification. It takes into account the development of habits, attitudes, and appreciations and gives them as much consideration as formerly was given to the knowledges and skills alone.

This feature of the unified curriculum is qualitative in character. It deals with the *how well* of the learning process instead of merely the *how much* to be memorized. Carefully worked out qualitative standards are cumulative and thus reflect definite provision for consistent growth. Such standards by the very nature of their formulation aim to remove many of the present hurdles set up by our existing graded system. Here, then, we have the second fundamental principle of the unified curriculum. It is the direct and natural outgrowth of providing clearly de-

finer objectives for the elementary school.

The formulation of special standards of attainment is closely related to another important feature of curriculum building, namely, subject matter content. The complexities of this problem are manifold. Those engaged in curriculum revision, cannot hope to overcome all of the present difficulties or smooth out the differences in conflicting points of view. There is, however, a next step to be taken. It pertains to closer coordination of the various fields of knowledge prescribed by the curriculum itself.

In spite of the many unfortunate interpretations of the earlier theory of correlation, much that was worth while was contributed. Another forward step was taken when the theory of project teaching was tested through its practical application in the classroom. Experience of the last decade has helped to stabilize and strengthen earlier practices but these experiences are only beginning to be reflected in the reorganized curricula of a comparatively small number of school systems throughout the country. Presumably the practice of organizing courses of study for the various subjects of the curriculum will continue to be the common practice for some time to come. But in following this procedure there is no longer any justification for setting up a curriculum that functions through a system of several parallel tracks represented by separate, unrelated courses of study so constructed that there is no point where these separate lines converge.

COORDINATION THROUGH RELATED FIELDS OF KNOWLEDGE

The next step, then, is to profit by the best in the accomplishment of the past and build a curriculum that provides from the outset closely related fields of knowledge, evaluated in terms of what each has to contribute to the attainment of the major objectives. This means that curriculum revision cannot be accomplished to advantage by modifying one or even a few courses of study at a time. All subject

content contributed through the curriculum as a whole must be seriously challenged and changes brought about that will closely bind together through definitely organized centers of interest each subject contribution in relation to the objectives to be served.

An undertaking of this kind changes materially the function of the so-called special subjects and particularly the standards to be attained through experiences in these fields. When all subject content embodied in the course of study of each subject of the curriculum is carefully scrutinized and seriously challenged as to the value it has in bringing about greater unity, the relative value of each subject undergoes considerable change. In accomplishing closer coordination of subject content all interests and responsibilities of a school system are brought together. Those school workers responsible for the program of Art, of Music, of Health, of Natural Science, of Geography, Arithmetic and the like must come together not once but many, many times in order that general principles common to all lines of school activity may be formulated and a working policy established for all.

A unified curriculum cannot be accomplished by a few workers in a school system. It involves the critical thinking and the combined efforts of a considerable number of the teaching body. Upon the extent to which this group realizes the importance of the principle of coordination will depend the degree of success of their undertaking. This attitude on the part of all teachers of the system is a vital factor in helping to make clear the needs for curriculum revision and points the way toward the types of changes which should be substituted for present practices that no longer are meeting modern needs. Where this attitude prevails the teacher more nearly approaches the research worker and thereby is in a position to do a more scientific kind of teaching.

In a program of this kind the classroom teacher has a very active part. She

serves directly on committees responsible for curriculum revision. She is encouraged to challenge every activity that is carried on by the children in order to make sure of its value in the attainment of the goals to be achieved. Thus she learns to regard her classroom as a laboratory where present practices are carefully analyzed; where the strength and the weaknesses of existing procedures are weighed and where changes in methods and processes are thoughtfully tried out. A concrete case might be made here for reporting briefly a study which we now are carrying on in our schools in connection with our program of curriculum revision.

A STUDY IN CONNECTION WITH CURRICULUM REVISION

The elementary schools of Rochester have lived through the experience of most schools systems of its size, that of attempting to follow in a restricted way a time schedule that prescribes a total number of minutes of school time for a week and then allocates this time by chopping it up into small bits on the basis of a day's program. The teacher then endeavors to give to the children small unrelated portions of subject matter content on the basis of 13, 17 or 22½ minutes as the case may be. The extent to which sound educational principles are defeated, by a procedure of this type, needs no discussion here. Suffice it is to say that a daily program of this character is a menace to progressive teaching.

An approach to a changed procedure is being brought about in the following way. There now are many communities at work in Rochester in connection with our program of curriculum revision. One committee has been following through the intricate problems concerned with the time schedule. All published reports and studies in this field, as well as a considerable amount of unpublished data were carefully analyzed and comparisons made with our local situation. A group of schools then was selected that are representative

of the system as a whole. All teachers in these schools irrespective of their teaching responsibility carried on last semester an analytical study of the evaluation of time.

In beginning this study two extremes of procedure were considered, that of setting up no time limits within the school day by leaving entirely to the responsibility of the individual teacher the apportionment of time according to her appreciation and understanding of the educational objectives to be served. The other extreme of procedure emphasized the arbitrary dictation of 40 minutes for reading, 15 minutes for spelling, 10 minutes for handwriting and the like. Each teacher then attempted to analyze the time not in terms of subjects but in terms of the four major objectives of the elementary school. I refer here to the four objectives previously presented. In this attempt at evaluation two points were kept in mind: one, the importance of the objective, and two, the relative difficulties experienced by pupils in its attainment.

The next step was to group the subjects into groups by making such combinations as seemed best to serve each objective. For example, in the attainment of the objective, The Observance of the Laws of Health and Nature, the subject content of hygiene, health and natural science furnish contributing fields of knowledge. Each teacher then endeavored to weigh each objective by distributing 100 points among the four in such a way as to best represent the teacher's judgment of the most practicable apportionment of time for the attainment of each objective.

Thus four time blocks were set up by a group of more than five hundred teachers. The data secured then were analyzed in several different ways in order to secure various kinds of evidence for detailed consideration. The returns from the five hundred teachers were studied in relation to teachers of three or more years of experience; in relation to teachers of less than three years experience; in relation to special subject teachers; in relation to teach-

ers of a respective grade and the like.

From this evidence the committee then formulated a composite or median distribution of time which became the basis for a definite recommendation made by the committee to the central committee responsible for considering procedures in connection with the entire program of curriculum revision. The report rendered by this committee thus was based upon all the evidence secured and was carefully compared with the teachers' judgment of the values to be set up.

The second part of this study has to do with the judgment and recommendation of those responsible for the direction of the work in the schools. Supervisors of the so-called special subjects and the general subjects now are likewise making a carefully analysis of time values and are being called upon to furnish a corresponding type of evidence for maintaining the particular values for each subject as they now exist. In the light of evidence thus secured from all fields of responsibility within the system the central committee will make a recommendation to the Superintendent of Schools for a modification of the present time allotment.

As the work goes on committees having a part in curriculum revision will give consideration to this recommendation in order that it may serve as a guide in the preparation of the new materials being formulated. When the reorganized curriculum in tentative form has been prepared to the point where it is possible to give it a careful check in the classroom, teachers in a group of schools where the

new materials will be given a trial will again make of the classroom a laboratory in which to carefully test and evaluate all new procedures. The use of the reorganized materials during the trial period will again supply further evidence of need for readjustment and modification. A careful check of the change in emphasis upon time values will be a part of this laboratory experience.

AN APPROACH TO SCIENTIFIC RESEARCH

Studies of this kind are not considered as representing the best form of research. But they belong to this field because they help the teacher to more carefully scrutinize classroom procedure and evaluate outcomes. They, therefore, may well be included in the vanguard of attempts to place educational practice on a more scientific basis.

Two other important lines of endeavor in curriculum revision should not be disregarded. They pertain to child activities and methods and processes to be employed in making these activities worth while. They cannot be considered here but they are vital factors in any program of curriculum revision which aims for greater unity.

Among the many difficulties encountered in this work of curriculum revision one of the most encouraging and hopeful results is the change that is being brought about in our outlook toward the immediate future. This outlook places primary importance upon the establishment of guiding principles that shall make possible unity of purposes not uniformity of practices.

STORIES SUITABLE FOR REPRODUCTION

V. LILLIAN ANDERSON
Bemidji, Minnesota

The Ant and the Grasshopper
The Town Musicians
Dick Whittington and His Cat
The Dog and His Shadow
The Elves and the Shoemaker
The Fisherman and His Wife
The Fox and the Grapes

Little Half Chick
The Hare and the Tortoise
Jack and the Beanstalk
The Lad and the Northwind
Mt. Vinegar
Raggylug
Tom Tit Tot

The Dog in the Manger
The Sleeping Apple
Jackal and the Camel
The Fir Tree
Boy and the Wolf
The Anxious Leaf

The Continuity of Elementary School Units and Activities

BERYL PARKER

Assistant Supervisor, Upper Elementary Grades
Norfolk, Virginia

THERE is no surer sign of educational progress than this: Today practice speaks more clearly than theory. Mere discussion of principles is somewhat outmoded as we turn to the classroom for actual evidence of the educational ideals which are being fulfilled, not only in favored private schools, but in thousands of public schools with no special equipment, with few highly trained teachers, and with crowded schoolrooms.

In looking beyond the limited horizon of a single grade or department to see what tendencies are marked in the elementary school as a whole, it is evident that teachers at every level are thinking of method in terms of *pupil activity* and they see subject matter as *units of work*. The fusion of these two factors forms the *curriculum*.

The Norfolk Public School committee on the Social Studies assembled numerous reports of work carried on there during the past year. To illustrate lines of continuity three examples from each grade are summarized here in a sequence running from the kindergarten through the fourth grade. In every unit the integration of subjects is evident. Often the project is initiated by the children; sometimes the teacher suggests a beginning; frequently she arranges a situation that leads the group to see a need and act upon it. Always there is provision for pupil activity in construction, dramatization, creative work in the arts, problem solving or social organization. Attention is given to local interests as well as the wider view. Vividness is assured by the use of concrete materials and excursions.

Whether one reads of work in the kindergarten or the sixth grade, he finds everywhere well distributed emphasis on attitudes, habits, skills and knowledge. A look inside the classroom of progressive teachers proves that the elementary school is steadily growing toward unity in its aims and practices.

It is noteworthy that the sequence of subject matter and the continuity of educational experience, as revealed in these units, is seldom the result of conscious planning or adherence to a course of study. Most of these activities are the outcome of the individual teacher's response to interests that arose in her class as the pupils were stimulated by events or materials inside and outside the schoolroom. It appears that fidelity to principles derived from child study promotes continuity in education better than logical arrangements of the curriculum.

KINDERGARTEN UNITS

Playing House — by BETTY HOPKINS —
Henry Clay School.

This activity was chosen to form through play some habits neglected in the homes of these children. The custodian built a frame for the house while we stood around watching, holding nails and fetching boards. The boys imitated him by going to work with ruler and pencil to make the furniture just right. The girls papered the house, made rugs, cushions and dishes. All helped put on the chimney and painted the roof. When play inside began, the lack of windows was discovered and the fact that all the children could not live in one house, so they set

to work to build another of blocks. Some enterprising boys started a bus line to carry the girls from one house to another. Their busses evolved from a mere outline of blocks to a very complicated form with headlights, fenders, brakes, accelerator, horn, ticket box, and double rows of seats. Tokens were sold for quarters and transfers were given the passengers. When some one said "We need a store where we can buy something to eat" the next step in our community growth was clear.

Our Circus—by M. M. RIDDLE—James Madison School.

A circus came to town and settled a block from our school. Excitement was high in the kindergarten, so we took the children to see the red wagons arriving and the tents being put up. When all was completed, the manager let us go through the show grounds. On their return, the children decided to build a circus of their own and for days many things were brought from home: shoe boxes for wagons, cracker boxes for cages, clothes pins to be dressed for people, circus pic-

tures for advertisements, and sawdust to cover the ground. A large corner of our room was fenced off with blocks; animals were made of clay and painted; tents were cut from a discarded window curtain; aeroplanes were constructed from wood; side shows and merry-go-round were set up. The children composed circus songs and poems, and the game theme colored their dramatic play and rhythms for days.

Our Library—by M. E. HARVEY—Robert E. Lee School.

The kindergarten children had made several picture books and felt the need of a good place to keep them. We visited the Children's Room of the public library and were impressed by their arrangements. Immediately work began with orange crates which were rebuilt into library table and chairs. Four crates formed the table and the children were particularly delighted with the large cubby-holes underneath for keeping books. Unconsciously they had evolved a modernistic furniture design. Sea-green enamel paint and checked oil cloth cushions for the chairs made the



A SECOND GRADE LIBRARY UNIT IN NORFOLK

library nook an attractive and popular place. All the time the teacher has been hoping this experience in the care and enjoyment of books will be good preparation for reading in the first grade.

FIRST GRADE UNITS

Bridges—by ESTELLE N. POWELL—John Goode School.

The new James River Bridge was dis-

day and a class booklet summed up the story of bridges.

Our City Market—by MARGARET G. WEBSTER—Villa Heights School.

A discussion of foods during health talks brought a request from the children to visit Norfolk's splendid city market. After the trip they wanted to build a



DRAMATIC EXPRESSION, THE RESULT OF A UNIFIED PURPOSE

cussed with interest as many children motored across its four-mile roadway and observed the unusual elevator draw. At this time the newspapers were full of pictures of the many bridges around Norfolk and simple maps showing places connected and distances shortened, so that the children became more familiar with the location of neighboring towns. They drew pictures of bridges constantly and used a Tinker Toy set to construct them, giving particular attention to the various types of draw. Their interest turned to the vehicles passing over bridges and the ships on waterways. Our own newspaper reported high points in our study each

market. The children marked out a space on the floor, decided on the number of stands, doors and windows and brought pictures of various foods. A father made a box the proper proportions for the market building and the children measured the spaces before cutting doors, windows, roof and stands. The latter were soon filled with fruit, vegetables, fish, meats and dairy products. Every school subject contributed to the work. A daily newspaper kept up interest and twenty-three reading charts reported progress. Clay and paint were the only materials available in the school, but children brought the other things needed from home.

Our Museum—by ELIZABETH WESTBROOK
—J. E. B. Stuart School.

One day a starfish was brought to school, a familiar object to children here, yet discussion showed that there were many things we did not know about it. The class went to the school library for an encyclopedia and the next day many children brought from home books about sea life, so that our knowledge increased rapidly. The class responded eagerly to a suggestion that they make a museum by bringing in other sea creatures to study. Every trip to the beach with their parents increased the collection, which was carefully labelled. One day they wanted to write a story and turned at once to their museum. Stories and poems about the starfish came first, then all the other creatures became the subject of compositions recorded on charts.

SECOND GRADE UNITS

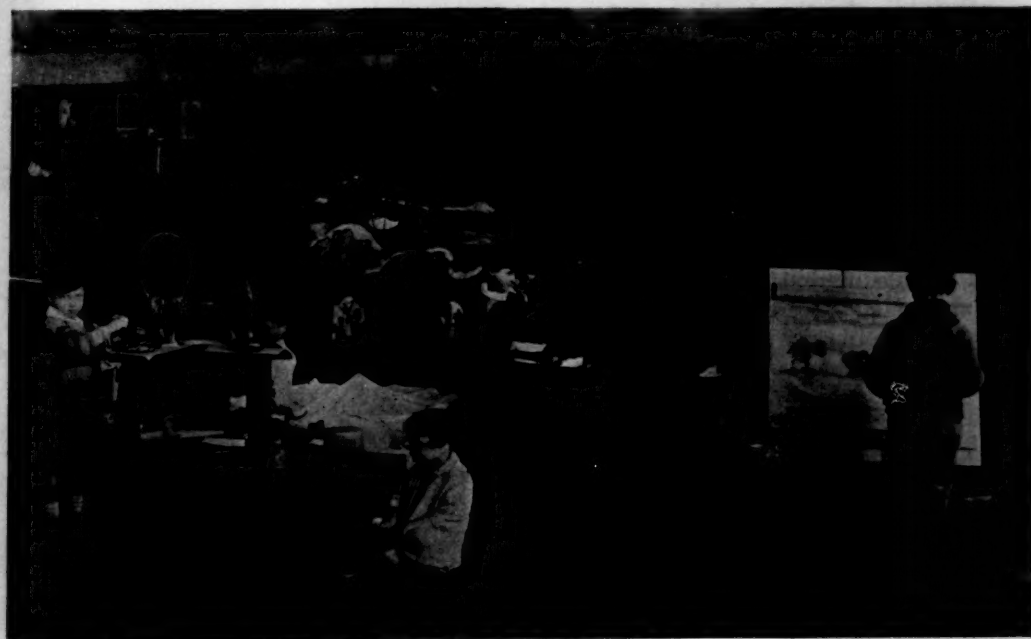
A Santa Claus Work Shop—by BLANCHE S. GRAY—James Madison School.

After reading the Christmas story and explaining the meaning of the Christmas

spirit, I asked the children what they would like to do to make some one happy. More than half said they would like to make something for a little child who might not have anything. Houses and furniture and dolls were suggested first. The school matron was called and asked to find some little girl to whom they could give their things. The next day they began to call their room "A Santa Claus Workshop", for all believed firmly in Santa Claus. Box houses were made, painted and furnished. Dolls were dressed and picture books made. Some new toys brought from home indicated truly unselfish giving. The whole activity was imbued with a fine spirit, which one child expressed thus: "We were happy when we were making toys for the little children."

Our Library—by MARY V. FORBES—Campostella Heights School.

When school began in September our only library was a long table with a few scattered books which were never in order and soon became soiled and torn



A CLASSROOM THAT REFLECTS ACTIVITY

through careless use. Something had to be done. A row of desks near the windows were taken out and a rug put down. Book shelves and a magazine rack were made. A small table and our own little chairs were freshly painted. Under the flower pots the children placed mats decorated with stick printing. The children were no longer satisfied with their few torn books. They cooperated with other primary grades in presenting a nickel show and selling refreshments donated by the mothers. Now we have about seventy books. Some of them were gifts, and we took pleasure in writing letters to the donors. The pupil librarian has little trouble, because the children never tire of their library and take great pride in keeping the books neat and clean.

Eskimo Life—by LELOUISE EDWARDS—
Henry Clay School.

While Commander Byrd was here with his ships, planes and Eskimo dogs, many children visited the Naval Base and all talked a great deal about the expedition. New pictures and stories appeared daily. Soon the group's interest turned to the north polar regions, for they had heard of people living there. They began to make an Eskimo village on a large floor space. One boy left off the top of his igloo, "so everybody can see how the inside looks." Every activity of the people in work and recreation was represented by figures dressed in skins of rabbit and squirrel which the children cured at school. The ocean was filled with different types of ice while fish and animals were numerous. We had added public library books to our own references, but there was always a long waiting list for every book about Eskimos.

THIRD-GRADE UNITS

Our City—by REGINA McLAUGHLIN—Stuart School.

In beginning the study of Norfolk, the children reported their own observations on trips about the city. They brought in pictures and clippings for a scrapbook. Then the large class was divided in half

for two trips. One group went to the business section of town to see the municipal building, court house, post office, customs house and city market. The other group visited the water-front to see ships, coal piers, the grain elevator, warehouses and the Naval Base. Each reported to the other and both told the Home and School League about their excursions. Free drawings suggested to one child the making of a book. Pictures and borders were drawn with crayons on muslin and the colors blended beautifully when ironed. Stories were written, needed words tabulated, arithmetic problems added, and finally poems about Norfolk were composed.

A Trip Around the World—by RUTH SEXTON—John Marshall School.

Soon after we began to study "Around the World with the Children," my class decided to take an imaginary trip to the various countries, gathering information and making pictures to bring back to their friends at home in the form of a book. Language, reading, spelling, arithmetic, art and habit training entered into various parts of the work. As we discovered that children are much alike all over the world, we felt closer kinship with foreigners and gave special attention to the desirable traits of people in other lands. This emphasis helped the teacher to secure good cooperation on this piece of work and better behavior generally.

Making Picture Books—by LENA R. SOMERS—J. E. B. Stuart School.

From the varied collection of pictures children have brought we have made these picture books:

When We Were Very Young—baby pictures.

How We Keep Healthy—foods, play, hygienic habits.

Folks We Love—mostly animals.

Ships—since the time of Columbus.

History and Geography—famous events, people and places.

Works of Famous Artists—painting and sculpture.

Picture Poems—pictures with original poems they inspired.

Our Diary—Kodak pictures of individuals and groups; plays, riddles, jokes, letters and clippings from the school magazine; important dates, e. g., bulb planting, first leaves and blooms.

FOURTH-GRADE UNITS

Virginia History Play—by IRENE E. HARDEN—Larchmont School.

In a trilogy of plays, called "Colonial Days," "French and Indian War" and "Revolutionary Days", this class presented in one brief hour two dozen incidents that had caught their interest. Every corner of the room and even the aisles had to serve for a stage as the action changed from one place to another. No settings and no costuming seemed necessary, except as the soldiers picked up rulers for rifles or Betty Ross pretended to sew on a handkerchief. The children had written different parts of the play and the lines were seldom completely memorized. Many pupils were able to step in anywhere and take any part, yet few had had the complete play in their hand until near the end of interest in this unit. The teacher gave no directions and there was a complete lack of drilled proficiency or self-consciousness. A set of colored pictures drawn by the pupils made the scenes more vivid to them.

Our Story Book Friends—by S. N. WOOLEY—Robert Gatewood School.

Efforts to stimulate reading interest in a slow group had already resulted in a

library corner with a fair supply of books, brightly painted shelves, table and flower pots. One day a child suggested that the class draw some characters they had read about. Each child chose his favorite book and told the story briefly before he began the drawing, which was usually made in free periods. It was decided that the characters would be placed on a frieze for the library at the back of the room. Descriptions of each character were written to hang on the library bulletin board. Pride in the outcome was so great that the children asked to write invitations to other classes to come and see their work. The characters have become so real to the children that they talk about them as if they were living friends.

The State Fair—by GRACE BEAZLEY—John Marshall School.

Since our study of the climate, soil and products of Virginia came as the State Fair was in progress in Richmond, it was natural that the class should suggest making a fair in their own room. Agricultural bulletins, catalogues and advertisements appeared. Committees took charge of the various departments. Boards were set on saw-horses and the whole painted to make the fair grounds, which were fenced in and filled with booths and exhibits. The children showed great ingenuity in constructing the model from the crude materials they discovered for themselves. The social spirit engendered was quite as valuable as the geographical knowledge gained.



THE CIRCUS BROUGHT INTO THE SCHOOLROOM

Encouraging Signs of Kindergarten Expansion

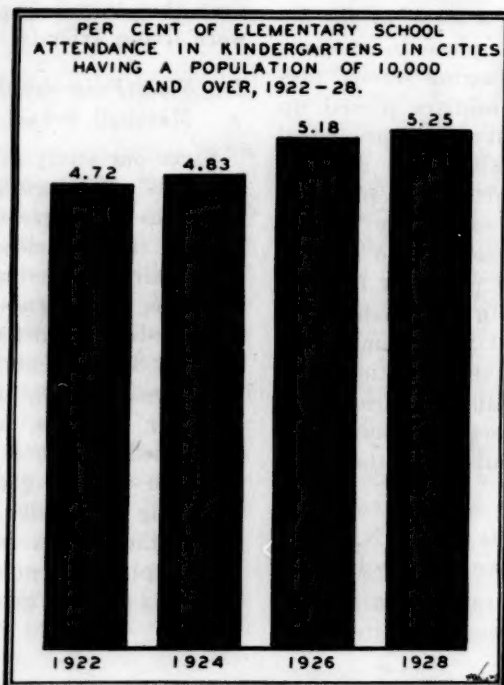
FRANK M. PHILLIPS

Chief of Division of Statistics, Office of Education, Department of the Interior
Washington, D. C.

THE expansion of the kindergarten idea can be studied with considerable advantage from data collected in the same identical fashion over a period of years from cities having a population of 10,000 and over. No complete statistical studies including private kindergartens, and public kindergartens in smaller places have been made since 1924. Of these larger population centers, 370 reported kindergartens in 1922, and 415 reported kindergartens in 1928. During this six-year period, the average daily attendance in kindergartens in cities having a population of 10,000 and over increased from 257,835 to 336,746, an increase of 30.6 per cent. Part of this increase is due perhaps to replacing a 1-year kindergarten program with two years of kindergarten work.

The increase in average daily attendance in elementary schools during this period is 8.8 per cent. The junior high school, however, has been making some inroads upon elementary school attendance. If we include in the elementary school the pupils enrolled in grades of the junior high school that are generally considered to be elementary grades, the average daily attendance in

elementary grades has increased 16.5 per cent as compared with an increased of 30.6 per cent for the kindergarten during the same period. Boards of education, teachers, and patrons, are realizing more and more the necessity of starting the child to school early, and of giving him the initial boost up the ladder of learning.



The rate of increase during this six-year period in average daily attendance in kindergartens is 26.7 per cent in cities having a population of 100,000 and over, 31.6 per cent in cities having a population between 30,000 and 100,000, and 51.5 per cent in cities having a population between 10,000 and 30,000. The rate of growth, therefore, has been twice as rapid in the group of smaller cities as it has in cities having a population above 100,000.

In 1922, 8,953 kindergarten teachers were employed in the cities under consideration in 6,289 kindergartens, while in 1928, 10,096 teachers were employed in 7,007 kindergartens. In 1922 the average number of kindergarten pupils enrolled per teacher was 50.2, while in 1928 it was 55.0. This increase is no doubt due partly to a change in policy on the part of boards of

education, some of which had a teacher employed in 1922 for a forenoon session, and a different teacher employed for an afternoon session with a different group of children. Since that time many boards of education, as a matter of economy, have required a single teacher to instruct one group of children in the forenoon session, and an entirely different group in the afternoon session. During this period the kindergarten teacher's salary was increased from an average of \$1,524 annually to \$1,818. This increase in salary just a little more than compensates for the increase in the number of pupils instructed by the teacher.

Since 1922 the average number of pupils enrolled for each elementary school teacher has decreased from 37.6 to 37.0; for the junior high school teacher, from 28.9 to 28.7; and for the regular high school teacher the number has increased from 25.7 to 25.9. These changes for the elementary, the junior high school, and the high school teacher are rather immaterial as compared with 10 per cent increase in the average number of pupils for each kindergarten teacher during this six-year period.

Salaries for elementary school teachers have increased from an average of \$1,517 to \$1,788; for junior high school teachers from \$1,638 to \$1,948; and for regular and senior high school teachers from \$1,938 to \$2,378 since 1922. In 1922 the average annual cost of instruction per kindergarten pupil in average daily attendance was \$53.65, and in 1928 it was \$55.16. During this period the average annual cost of instruction for each elementary pupil enrolled decreased from \$70.47 to \$67.66; for junior high schools increased from \$78.04 to \$89.58; and for the regular and senior high school increased from \$102.76 to \$121.29 in cities having a population of 10,000 and over. This decrease in the elementary school cost may have been influenced by the junior high school organization which relieves the elementary school of its upper grade pupils. The typical kindergarten

teacher has about 55 pupils on her class roll and the annual cost of instruction for each pupil in average daily attendance is \$55, as compared with 37 pupils for an elementary school teacher, and a cost of \$68 per pupil in attendance.

Since no regular census has been taken since 1920 for the United States as a whole, it is not possible to tell exactly what percentage of the four and five-year old children are now attending kindergartens. In 1924 it was estimated that, for the country as a whole, about 13 per cent of those of kindergarten age were actually enrolled either in a public or a private kindergarten. In 1926, cities with a population of 2,500 and over had about 27 per cent of their four and five-year old children in kindergartens.

Kindergartens have developed farther in cities than in rural territory, and farther in large cities than in smaller cities. In 1928, cities having a population of 100,000 and over had 7.02 per cent of their regular day elementary and secondary school enrollment in kindergartens, cities having a population between 10,000 and 30,000 had 5.28 per cent, and cities between 10,000 and 30,000 in population had 3.43 per cent. There is great promise of further growth in kindergarten development in the smaller cities and in non-urban centers.

The graph shows what percentage of the elementary school attendance was in kindergartens from 1922 to 1928 in the cities under consideration. This increase from 4.7 per cent in 1922 to 5.3 per cent in 1928 is significant when compared with changes that have taken place in the birth rate in recent years. Children which were 5 years old in 1922 must have been born about 1917, and those of 1928 were born about 1923. The birth rate in the Registration Area in 1917 was 24.7 per thousand of the population, and in 1923 it was 22.4. A reduction in the birth rate tends to reduce the proportion of elementary grade children which are of kindergarten age. Hopeful signs of kindergarten growth are evident.

How a Group Poem Was Made*

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SO often teachers wonder how poems come,—what part a teacher should take in a class composition, when she should step in and when keep out, and various other things. Hoping that my experience with a class poem in a low second grade might clear up some of these questions, I am giving you a report of the way our Thanksgiving poem was written.

In November the work of the grade was related to Thanksgiving with some attention given to the following:

Study of Indian life.

Poem—"Hiawatha."

Story of First Thanksgiving.

Other Thanksgiving stories.

Memorization of Psalm 100.

Thanksgiving songs.

Pictures related to Thanksgiving.

A few days before Thanksgiving the pupils were talking of the things which bring joy at Thanksgiving. I encouraged these expressions by a few leading questions and the result was a poem entitled "Thanksgiving."

This is not a stenographic report, but I have put down the questions and answers as nearly verbatim as I can remember. However, you would have found the lesson more interesting than this written report. In some cases the answers were quite evident, so they were omitted. (T is for teacher and C for child.)

PROCEDURE

T.—What holiday is coming this week?

C.—Thanksgiving.

T.—Why do we have Thanksgiving?

C.—To give thanks to God.

T.—Who had the first Thanksgiving?

C.—The Pilgrims.

T.—Name some of the things the Pilgrims were thankful for.

T.—How did they show thanks?

T.—Can you think of a reason why we should continue to have Thanksgiving?

C.—Because God always takes care of us and gives us things to be thankful for.

T.—Who can think of something he has to be thankful for? (All children are eager to express themselves.)

T.—You tell me one at a time and I will write them on the board as you name them.

C.—For food.

T.—What do you do with food?

C.—Eat it.

T.—How can you say that together then?

C.—For food we eat. (Teacher writes it on the board.)

T.—Name something else.

C.—For clothes.

T.—What kind of clothes do you need at this time of year?

C.—For clothes so warm.

T.—How would you like to give a few words describing each thing you are thankful for and when you finish make this into a poem? (Class agree this would be fine. They had made original verse in the group and individually, and loved to do it.)

T.—If we put this into a poem, how should you express yourselves?

C.—With beautiful or pretty-sounding words.

T.—Now, with this in mind, name something else you are thankful for.

C.—For fathers kind. (The words *kind*, *good*, *sweet*, are given, but children decide to use *kind*.)

T.—Next?

*A chapter of the 28th Yearbook of the National Society for the Study of Education, Preschool and Parental Education—unpublished because of lack of space.

C.—For mothers dear. (The words *sweet, dear, wise*, are given, but the class prefers *dear*.)

T.—What do you think of when you mention mother and father?

C.—Our homes so nice. (Teacher writes "For our homes so nice.")

T.—What else are you thankful for?

C.—For our brothers and sisters, too.

T.—What else?

C.—For our beautiful churches.

T.—Next?

C.—For our teacher so kind.

T.—What next?

C.—For our schools we go to every day.

T.—And what do you see as you come to school?

C.—Flowers blooming along the way.

T.—Next?

C.—Trees that give us shade so cool. (The lines already on the blackboard are suggesting poetic phrases.)

T.—Next?

C.—Birds that sing.

T.—How do they sing?

C.—Sweet.

T.—Would some one like to add something to that line?

C.—Birds that sing so sweet and clear.

T.—Can you think of anything else outdoors for which you are thankful?

C.—For little stars that shine at night.

T.—That is a very pretty line. It sounds just like poetry, doesn't it?

Frances—I know another line that will go with it.

T.—Give it to us, Frances.

Frances—For Mother Moon so round and bright.

T.—How pretty those lines sound together! We almost always think of Mother Moon when we see so many baby stars, don't we? What else are you thankful for?

C.—For nights to sleep.

T.—And what goes with nights?

C.—For days to play. (Some one suggests putting those last two lines together and changing *sleep* to *rest*, so it is written "For nights to rest and days to play.")

Each time a change is suggested it is approved by the child who gave the line before being accepted.)

T.—Next?

C.—For ships.

T.—And where are our ships?

C.—For ships that sail far out at sea.

T.—Name something else you are thankful for.

C.—For our flag—red, white and blue.

T.—Next?

C.—For our turkeys, big and fat. (Children haven't finished naming all the things for which they are thankful, but the teacher knows that the organization has to come, and she doesn't want the class to get tired and lose interest before the poem is finished, so she suggests they stop and organize what they have named.)

T.—Our blackboards are all filled and we haven't room to put up any more things for which we are thankful. Suppose we put all of these into poem. What do you think should come first? To whom are we thankful for so many good things?

C.—Our Heavenly Father. Here the following lines are given:

"Father in heaven, we thank Thee."

"Heavenly Father, we thank Thee."

"We thank Thee, heavenly Father."

"We thank Thee, Father in Heaven."

(The class discusses these and decides they like the last line best, so the teacher writes on the board: "We thank Thee, Father in heaven.")

T.—I am going to wait now until you read all the boards and decide which line should come first. (An opportunity is here given for silent reading from the board.)

Virginia—I think our fathers and mothers come first, since they are the ones who do the most for us. (Children all agree that they are more thankful for fathers and mothers than for anything else, so the next line written is: "For fathers kind and mothers dear.")

Nancy—I know which line should come next.

T.—Read it, Nancy.

Nancy—For birds that sing so sweet and clear. For *clear* rhymes with *dear*. (All like this suggestion, so the third line written is: "For birds that sing so sweet and clear.")

T.—What do you think of when you think of fathers and mothers?

C.—Our homes and the things they give us.

T.—Yes, we think of our homes and the good things they provide for us. Read and see which lines tell you some of the things your fathers and mothers give you.

Esther reads: "For clothes so warm. For food we eat." (She suggests that we put these lines together to make the line long enough, so the teacher writes: "For clothes so warm and food we eat.")

Leonard—I think our homes should come next.

T.—Read that line, Leonard.

Leonard—"For our homes so nice." We can't use that line, for it is too short, and *nice* doesn't rhyme with *eat*.

T.—What can we do?

Leonard—We can change the line and make it a little longer.

T.—Yes, we can do that. Suppose you read the lines which have been written, marking time with a swinging motion so as to find out how much longer the fifth line will have to be. (Children do this and discover that they need three more beats or swings to make the meter right.)

T.—How can we change that line?

C.—It will have to rhyme with *eat*.

T.—Yes, we must end it with a word which will rhyme with *eat*. Name some words which rhyme with *eat*. (Teacher lists these words as the pupils give them: Seat, neat, meat, heat, beat, feet, repeat.)

T.—Which of the words in this list describes your homes best?

C.—*Neat*.

T.—Yes, neat is a good word to use here, for we like to have our homes neat. And who does the most to keep our homes neat?

C.—Mother.

T.—Yes, I expect mother does, so how can you change that line?

Martha suggests: "For our homes that mothers keep so neat." (This line is written as given and then the teacher suggests that they read the poem from the beginning, marking time. When the children do this, they discover that the fifth line has one swing too many. They suggest that we leave out the word *our* to make the meter right. Teacher changes the line, omitting the word *our*.)

T.—Which line shall we put next?

Jean reads:

"For little stars that shine at night,
For Mother Moon so round and bright."

T.—Do we need to make any changes in those lines?

Jean—No.

T.—They are all right, so we will write them just as they were given at first. Which line shall we put next?

C.—"For ships that sail far out at sea."

T.—What will go with this line? What rhymes with *sea*?

C.—*Tree*.

T.—Yes, *tree* is a good word. Have we said anything about trees? (Class reads.)

Billy exclaims: "Oh! I know what we can do. We can change the line 'For trees that give us shade so cool,' and say, 'For shade so cool we get from trees,' and then it will rhyme with *sea*. (Class agrees that this is a fine suggestion, so teacher writes: "For shade so cool we get from trees.")

Edgar—Let's change *sea* to *seas*. (When reading it over some one suggests that we say: "Across the seas" instead of "far out at seas," so that the line is changed to read: "For ships that sail across the seas.")

T.—Which lines shall we put next?

Jack reads:

"For nights to rest and days to play,
For flowers blooming along the way,
For schools we go to every day."
(These lines are written just as they were given at first.)

T.—Now, what do you think should come last?

Margaret—Our churches should come last, for we go to church on Thanksgiving to offer thanks.

T.—What do we call it when we offer thanks to God?

C.—Pray.

T.—Yes, that is one kind of prayer, so who can arrange that line?

Jean—"For our beautiful churches where we pray."

Virginia—That line is too long, but we can leave out *beautiful* and say, "For our churches where we pray." (Children swing the entire poem to see if the meter is right.)

T.—How shall we end it? To whom do we pray?

C.—To God.

Nancy—I know what we can do. We can say the first line again, "Father in heaven, we thank Thee." (This suggestion is liked by all, so teacher writes that line on board.)

T.—What shall we call our poem? Suppose you read it all the way through and think of a title that fits it. (After reading the poem silently the class decides

that "Thanksgiving" is the most appropriate title, so this title is written over the poem. Then one or two pupils read the poem to the class.)

T.—How would you like to copy this poem for your Thanksgiving booklets? Then you can take it home to read to your fathers and mothers on Thanksgiving.

Here is the poem as it was copied by pupils on the following day:

THANKSGIVING

We thank Thee, Father in heaven
For fathers kind and mothers dear,
For birds that sing so sweet and clear.
For clothes so warm and food we eat
For homes that mothers keep so neat.
For little stars that shine at night
For Mother Moon so round and bright.
For ships that sail across the seas
For shade so cool we get from trees.
For nights to rest and days to play,
For flowers blooming along the way,
For schools we go to every day
And for our churches where we pray.
Father in heaven, we thank Thee.

THE SLEEPY SONG

As soon as the fire burns red and low,
And the house upstairs is still,
She sings me a queer little sleepy song,
Of sheep that go over the hill.

The good little sheep run quick and soft,
Their colors are gray and white;
They follow their leader nose to tail,
For they must be home by night.

And one slips over and one comes next,
And one runs after behind,
The gray one's nose at the white one's tail,
The top of the hill they find.

And when they get to the top of the hill
They quietly slip away,
But one runs over and one comes next,
Their colors are white and gray.

And over they go and over they go
And over the top of the hill,
The good little sheep run quick and soft,
And the house upstairs is still.

And one slips over and one comes next,
The good little, gray little sheep!
I watch how the fire burns red and low,
And she says that I fall asleep.

JOSEPHINE DODGE DASKAM.

Practical Ways of Educating Parents to the Value of Physical Hygiene

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THE time was in the not too distant past when the so-called "mother instinct" was almost wholly relied upon to carry a baby through the perils of the first year of life and the word "perils" is used advisedly for the chance of a baby for one year in life was less than the chance ahead of a man of eighty. For long a multitude of sins was hidden under the blanket order of "mother instinct" but in the last few years these sins have been creeping out from under the blanket and staring the public in the eye in a disconcerting way and the public is no longer ready to place its whole trust in "mother instinct."

The inherent impulse to care for the baby, based probably on the primitive instinct of race preservation is obviously existent, shared by the whole human race, for abnormal indeed is the individual who can abandon the helpless infant knowing that it cannot fend for itself. "'Bone of my bone, flesh of my flesh' shall survive," says man, and so throughout the ages the child has been nurtured and life preserved although the toll paid to superstition, ignorance, selfish indifference and even cruelty has been heavy as knowledge of *how* to care for the child does not go hand in hand with the impulse to give care.

The very fact of this impulse which had its roots in the instinct for race preservation and which has saved the child for us has perhaps stood in the way of the ready adoption of new methods of child care based on scientific knowledge. People have been too ready to rely upon instinct and have not felt the need for knowledge.

We are well started, however, in a new era and we no longer expect "mother in-

stinct" to keep the child rosy and well. Knowledge of vitamins and sunshine, bacteriology and milk and many other things as well must be had if this is to be accomplished and today, to a greater and greater extent the knowledge of how to give good physical care to their children is becoming a part of a parent's equipment which is recognized as essential.

The schools, also are concerned as never before about the "how" of caring for the children under their jurisdiction. The school teacher of today with her broader conception of the meaning of education has an understanding of the importance of a comprehension early in life of how to live which the teacher of a not too distant yesterday could not have, since the world's attention was not then focused on health.

The health of school children is no longer considered merely a matter of inspection by doctor and nurse for remedial purposes only, but is recognized as an important subject about which the child should learn and toward which he should have a desirable attitude.

The child is coming into his rightful heritage. Science, an increased social consciousness, economics have all helped to assure him this heritage and he is today considered a separate and important individual in society. Medicine, some years ago, divided itself and developed a branch of Pediatrics. Courts have divided themselves and the juvenile delinquent no longer sits between hardened criminals to wait his turn for a measure of justice to be meted out to him. Government has seen the wisdom of legislation to protect the child. Psychology as taught today is not the psychology taught twenty-five years

ago when no mention of the child was made, and the publishing companies bring out books and more books on the child. The child has indeed come into his own and these are but a few indications of the fact.

To the progress made in the various sciences during the more recent decades we owe much for the knowledge that we have today which enables us to intelligently and satisfactorily protect the child physically. Bacteriology gave us the weapons with which to fight the dip tank of milk at the corner store and all that that stood for in the way of a dangerous milk supply for the children. The patient research of many a bio-chemist has for example given us the information about cod liver oil which makes us know that the old time family physician's judgment about it was right and that he did not give it merely because it was "nasty tasting stuff," a kind of reasoning of which he was a few years ago accused.

From many sources the knowledge which should mean physical health for the children has been acquired and we have today a body of facts for parents which should save both them and the children from some of the trial and error methods of an earlier age when the first born was almost inevitably an experiment station.

For the teachers, too, there are these same facts to be had which can give them the key to understanding certain school problems which have their origin in a child's physical condition, a fact unrecognized not so many years ago when, for example, long hours of quiet were required of children who could not possibly meet the requirement.

STATEMENT OF THE PROBLEM

Facts to be had; the scientists and specialists have them. But how about the parents or the teachers? First how are they to know that it is important to have them and second how are they to get them? There are many parents in this country and many varieties. Needless to

say that no one method of enlightenment can be followed. There is the Italian mother with little English at her command, and in her background stands Juliet's nurse who reminisces lovingly of a three-year nursing period. There is the mother in the remote districts of our country far away from clinical facilities or the public health nurse, or the class in child care. There is the mother who turns her baby over to the scientific care of physician and nurse satisfied that in doing that she is giving her baby the best care possible. There is the mother, well educated in the generally accepted meaning of the term, but who in fear and trembling faces the baby's first bath after the nurse goes, and the college degree does not help here. Various the types of mothers, various their needs and various must be the methods used to reach them.

There are, however, two great classes into which mothers may be divided which will inevitably affect the program in education which should be undertaken. There are the mothers "who know not but know not that they know not" a diminishing group in this day and age but still to be reckoned with, and there are the mothers who "know not but know that they know not" a long step in advance of the other state which has simplified the problem of parental education. To wish to be wise in regard to children almost inevitably follows the realization of the fact that one is not wise, and hence the mother who realizes that she does not know about the physical care of her child and that she should know is in a receptive frame of mind which makes teaching easy.

With the teachers the situation is somewhat different, although the range in variety is obviously wide. There we have a professional class some of whom, on the one hand, have drifted into the profession without much or even any special training for it, or on the other hand, some who have equipped themselves with the best training available and are prepared to become the leaders in their profession. But

whatever their training there are those who for one reason or another have not recognized the importance of physical hygiene in the school regime and those who have.

THE FORCES AT WORK TO AWAKEN THE PUBLIC

It is not a mere matter of luck that today the group of parents and teachers is lessening whose ignorance is so abysmal that they do not recognize their ignorance. Something has happened to bring this about. Undoubtedly the very existence of a body of fact has had weight. People have talked and others have heard. The whisper has gone abroad that it is not necessary that so many babies should die in the first year of life, that the dangers of "the second summer" needn't be so great after all. (It took a long time for this latter bugaboo to die.)

Then, too, the social consciousness was becoming aroused; there began to be a sense of responsibility toward the children of the nation that made us care to get at infant mortality statistics and then do something about it, and we were able to do something about it because science had given us the weapons to fight it. The emphasis quite naturally was first upon preventing infant mortality. We fight fires first and then strive to make our communities safe by not having fires, and so the first workers care for the sick, save the dying and after the worst is over work for preventive and constructive measures. The change in front is reflected in the national organization which at one time was called the American Association for the Study and Prevention of Infant Mortality, and is today called the American Child Health Association with a program which includes the health of the school child as well as the baby. It is also evidenced in the fact that today we think of the nurse as an agent to promote and teach health, as well as an agent to care for the sick.

Health has become popular. Witness the successful advertisements of today if

one would know what is appealing to the public and the number of commodities which are using health as the appeal is some indication of the popularity of health. The wasp waisted, lily white fainting heroine of mid-Victorian days is gone and the girl who glows with health has taken her place.

THE VALUE OF PUBLICITY

Publicity has done much to awaken the public and consequently the parents and teachers to their ignorance as to physical hygiene and the publicity has, of course, been in different forms. The Children's Year, a publicity campaign put on by the Children's Bureau, gave an impetus to the program for child health which in some instances resulted in the tripling of the work of agencies organized particularly for promoting child health.

Books, newspapers, magazines, state bulletins, federal bulletins, the publications of private organizations, and posters have all been and still are media through which knowledge in regard to physical care and its importance has spread and may spread. The newspaper column reaches one, the popular magazine article reaches another, the poster in store window or clinic another, the bulletin left by the life insurance agent possibly another, and the official bulletins yet another group. The printed word, the pictured page, and the movie is one form of the pictured page which has been used by state departments of health and some commercial organizations for educational propaganda on physical care, go far and wide and if sound in the message they bring and the lesson they teach and if possessed of that quality which will insure practice as the result of intellectual conviction have a value which as yet we have not learned to measure. The radio, a newer publicity agent, may also be an invaluable help in reaching into countless homes with some message as to physical care which should mean more children living under a healthful regime. Such means of education reach individuals

in large numbers, but without contact with the educator. Questions which arise cannot be answered, the point which is not clear cannot be explained and misinterpretation can exist to a sometimes disastrous degree. It is long range education and it has its value, but it is not the whole story. There are those who want to come face to face with the teacher and for those, various methods have been devised which experience has taught us have been successful in reaching parents.

THE VALUE OF GROUP EDUCATION AND THE OPPORTUNITIES FOR IT

Those who know they are ignorant are inclined to go out and seek for knowledge. They will hunt up the educational resources of their community, they will go to clinics, they will join classes in child care. Private and public agencies offer them opportunities for learning. State Departments of Health, Boards of Education, especially in evening schools, University Extension Services, Women's Clubs, Church organizations, Parent Teacher associations, social centers and various other associations for social betterment, as well as organizations whose reason for existence is the promotion of child health have all used the group method of education. Some groups have organized themselves for this purpose and have undertaken serious study, but at the other end of the line is the group organized by the valiant effort of some public health nurse or social worker because the individuals with whom they have been working have not recognized their need sufficiently to overcome the almost insurmountable difficulties which stand in the way of their attending mothers' classes. The group method of instruction has its place. When, from the point of view of time it does not cost too much to organize it, when it is made up of a homogeneous group of people who need about the same thing in the way of instruction and when it is spontaneous enough in its organization to hold together over a period of time it means a larger

number of people receiving instruction at the same time from one teacher. It means also less chance of misunderstanding on the part of the pupils because the mistake is caught quicker than in the long distance type of education. It may mean the stimulation of group thinking and discussion and the interchange of ideas as to the practical problems involved in carrying out a healthful physical regime with one's children. It has proved itself a feasible and satisfactory method of teaching parents or, mothers especially, as to the value of physical hygiene. It, too, has its value but again it is not the whole story.

THE VALUE OF INDIVIDUAL INSTRUCTION AND THE MEANS BY WHICH IT IS CARRIED ON

A baby quite naturally is a very particular person to a very particular mother. The emotional element involved in its care often means that it is a difficult matter for the parent to carry theory over into practice because of the difficulty she has in looking at her problem objectively. Such a parent needs the individual guidance of one equipped with a scientific knowledge of child care who has an understanding of her particular problem. For many a person individual instruction seems to be the essential method to use in the educational program for parents. For the parents who do not even know they are ignorant, it seems to be the most important way.

THE CLINIC AND THE PHYSICIAN

The clinic even when crowded and hurried is in reality an attempt at individual instruction, especially the clinic organized *not* for the treatment of the sick, but for the education and promotion of health of the well. Such clinics stress the importance of continuous supervision of the child by regular attendance and periodic examinations and by visits of public health nurse or nutritionist in the home. Every procedure of the well organized clinic may be educational. The waiting room with its reading matter and pictures, the interview when the history is taken, the physical

examination, the weighing and measuring, the recommendations made by the doctor, if made with explanations and not dictatorially, the talk with the nurse and nutritionist, the record of progress given to the mother may make of the morning spent at the clinic an educational feast instead of a devastating experience in which it is hard to find the value. The clinic also offers opportunities under some conditions for group instruction and especially for demonstration, which may be used to good advantage.

DEMONSTRATIONS AND EXHIBITS

The demonstration and exhibit method of instruction has been used by others than the clinics and there is reason to believe that it is good propaganda, having publicity and educational value. Because of publicity value it is a method which commercial groups are ready to back and in which they will cooperate with professional groups. Demonstrations and exhibits are put on at fairs, at public meetings of various sorts, on certain special occasions as during a health week, in store windows and in public buildings. They vary largely in expense and appeal from the simple demonstration of a baby bath to an elaborate set-up which tries to get across the many aspects of child health, or from a series of statistics in small type which might have an important lesson but would attract no reader, to an attractive display which catches the attention of the passer-by, makes him stop and then teaches him some lesson. The demonstration and exhibit, if manned by intelligent peo-

ple who know their subject, may be used for personal instruction as well as mob instruction since he who stops to question will have the services of one equipped to make of the answer a lesson in child care.

Individual instruction at the clinic, individual instruction in the physician's office, individual instruction as one of the products of exhibit work are all methods which imply that the parent has gone from home to seek knowledge.

THE PUBLIC HEALTH NURSE

There are, however, those who, for one reason or another must be sought out in their homes and to those the public health nurse has been going to a greater and greater extent since the early part of the century when the first organized efforts were made to combat the high infant mortality rate of this country. It became evident early in the undertaking that ignorance of physical hygiene was at the root of the matter and not just a poor milk supply as was at first thought, and with the recognition of that fact the nurse going into the homes became a teacher and the lessons she taught were lessons in the physical care of children. At first working almost entirely under the auspices of private organizations, those pioneers who point the way, she has in recent years become the agent of official agencies as communities have come to realize the effectiveness and importance of her work as a part of the educational program which has for its goal the protection and development of health among children.

(To be continued)

WORK DONE WELL

Work is only done well when it is done with a will; and no man has a thoroughly sound will unless he knows he is doing what he should, and is in his place. And, depend upon it, all work must be done at last, not in a disorderly, scrambling, doggish way, but in an ordered, soldiery human way—a lawful or "loyal" way.

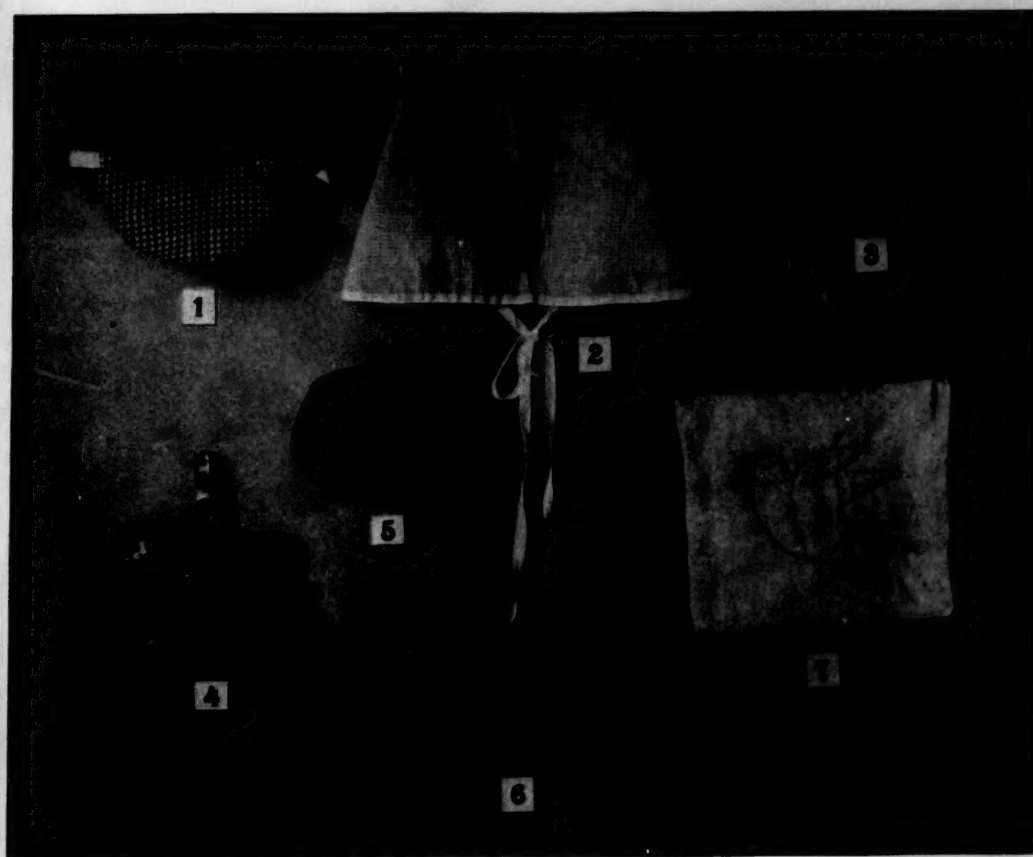
—Ruskin.

THE LABORATORY SECTION

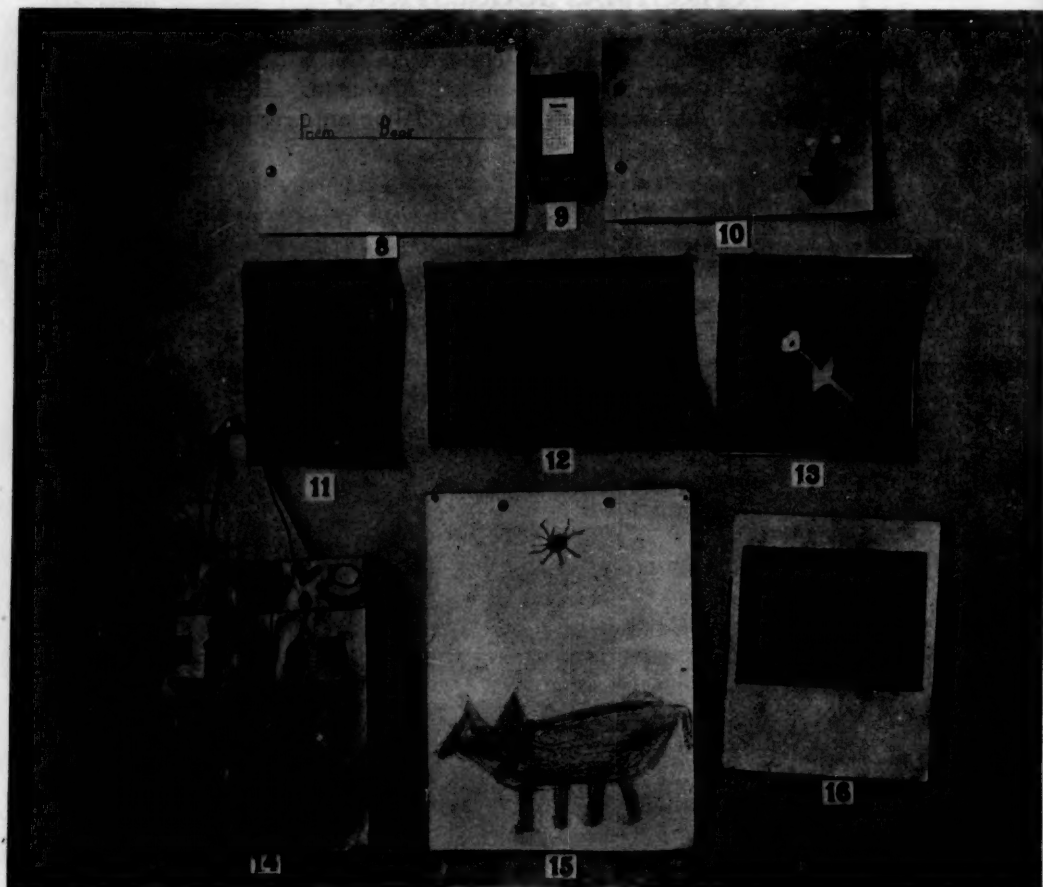
CHRISTMAS SUGGESTIONS

The articles illustrated were made by the children in the Kindergarten, First and Second Grades of the public schools of Kalamazoo, Michigan. It is suggested that the pictures be shown to the children that they may stimulate originality and interest.

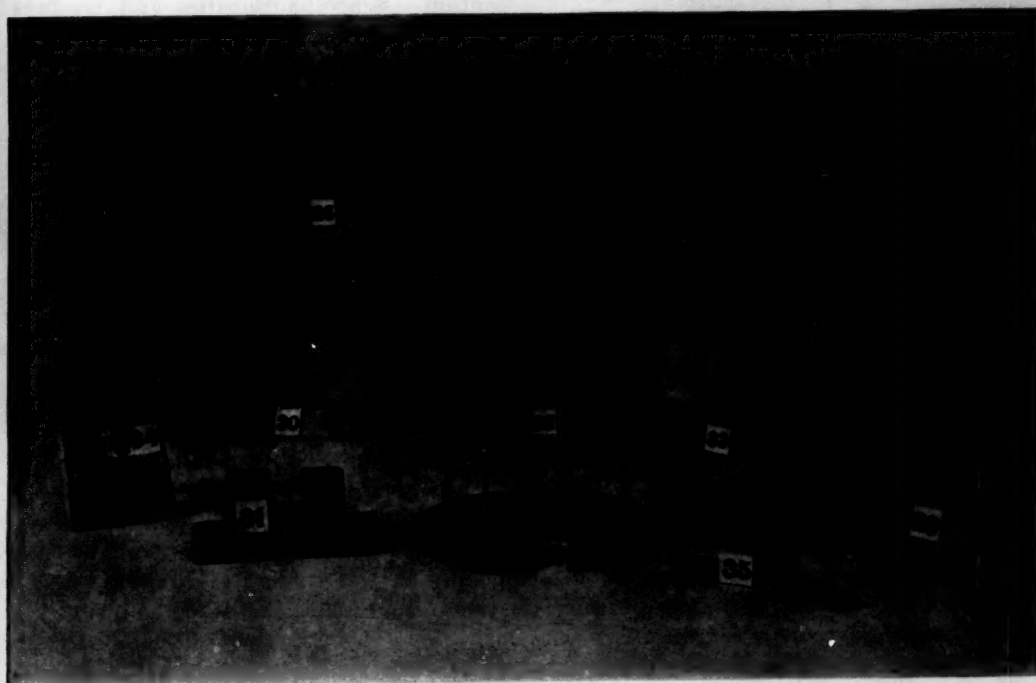
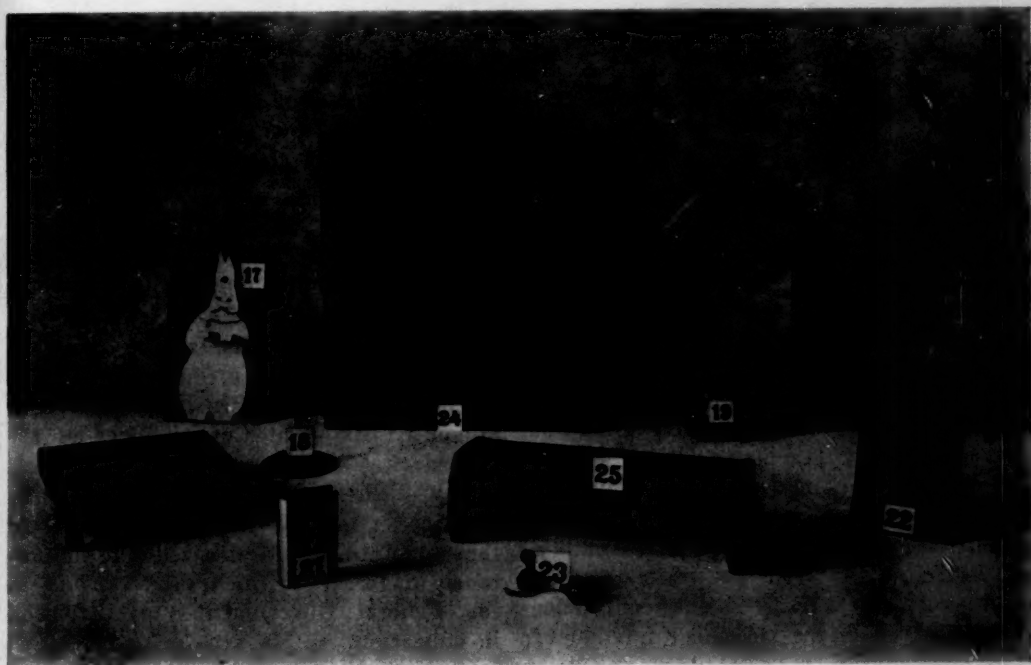
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|-------------------|----------------|
| 1. Hot Pan Holder | 4. Party Bag |
| 2. Sun Bonnet | 5. Pin Cushion |
| 3. Bath Robe Cord | 6. Dust Cloth |
| 7. Hot Pan Holder | |



- | | |
|-----------------------|---------------------|
| 8. Poem Book | 22. Calendar |
| 9. Calendar | 24. Arithmetic Game |
| 10. Book of Drawings | 23. Cord with Beads |
| 11. Shaving Leaves | 25. Neck Tie Holder |
| 12. Indian Book | 26. Flower Stick |
| 13. Decorated Napkins | 27. Spool Rack |
| 14. Shopping Bag | 28. Hanger |



- | | |
|--------------------------|------------------------|
| 15. Book of Stories | 29. Tooth Brush Holder |
| 16. Book of Various Work | 30. Match Scratcher |
| 17. Tooth Brush Holder | 31. Whisk Broom Holder |
| 18. Spindle | 32. Decorated Plaque |
| 19. Bread Board | 33. Calendar |
| 20. Flower Stand | 34. Tea Tile |
| 21. Covered Match Box | 35. Paper Knife |



News and Notes

The third Biennial Conference of Nursery School Workers will be held at the Stevens Hotel, Chicago, October 24th through the 26th. The main topics for discussion include Social Adjustments; Language and Music; Parent Education; The Psychiatrist and the Psychologist in the Nursery School; Problems of Food and Sleep; Play Activities; Administration of Nursery Schools; Training of Nursery School Teachers. There will be an open dinner meeting on Friday evening at which addresses will be given by Dr. John E. Anderson and Dr. William E. Blatz.

A complete report of the conference will be given in the December number of this magazine.

A Child Play Conference will be held in Philadelphia, October 14th through the 19th. The program includes The First Toy Show in America; The Meaning of Play in the Child's Life; How Young Children Use Play Materials; Playthings, Their Place in Building Character; How to Select Toys; Psychological Analysis of Play; The International Mind in Children; The Play Way to Music; Inter-

national Understanding through Children's Books; Personal Conferences for Mothers.

The list of discussion topics is suggestive for Teacher and Parent Study Groups.

Miss Bess Goodykoontz, for the past five years assistant professor of education at the University of Pittsburgh, has been appointed Assistant Commissioner of the United States Office of Education. Secretary Wilbur of the Department of the Interior in making the announcement of the appointment emphasized the importance of the post which ranks second in the Federal Government's participation in education.

American Education Week will this year open on Armistice Day for a week's celebration. School authorities and teachers who are planning to follow the program sponsored by the National Education Association will find valuable material in the October issue of the *N. E. A. Journal*.

The Muncie, Indiana Kindergarten Association are 100 per cent subscribers to CHILDHOOD EDUCATION.

Miss Blanche Wolford a kindergarten teacher of long standing, and for many years an active worker in, and member of the International Kindergarten Union, passed away August 20, 1929, at her home in Superior, Wisconsin. Miss Wolford was untiring in her devotion to kindergarten work, and in her clear sighted efforts towards new and progressive ideas in the teaching of young children. She was active professionally in the kindergarten club, was appointed delegate a number of time to the I. K. U. and her leadership and enthusiastic cooperation in every movement for the betterment of child life will be greatly missed. She was a graduate of Superior State Teachers College, and of Miss Stella A. Wood's Kindergarten-Primary Training School of Minneapolis, Minn.

CAROLINE BARBOUR.

BOOK REVIEWS

Editor, ALICE TEMPLE

The Child, the Parent and the Teacher.—Marietta Johnson, best known as the founder and director of the School of Organic Education at Fairhope, Alabama, has written a readable, little book* called "Youth in a World of Men." This volume discusses education from the standpoint of the child, the parent and the teacher in a discursive and extremely general way. In his introduction, Professor Thomas Alexander summarizes the chief emphasis of the book which is that "over direction, too much supervision by others, and too much regard for artificial standards are destructive of the child's proper spiritual achievement." This theme is reiterated many times and with many telling examples under such heads as: "The Nature and Needs of the Child," "Creative Work," "Creative Play," "Discipline," "Social Development."

Mrs. Johnson stresses the fact that the schools, instead of fostering the natural development of the child, often become centers of child labor. "The High Schools and Colleges," she says, "ask of pupils 'What do they know?' they should ask 'Are they happy? Are they sincere? Are they using their native endowment to highest advantage? Are they engaged in wholesome activity suited to their present stage of development.'" This is the spirit of the book, a plea for the kind of education that respects and preserves the uniqueness of childhood, that accepts as its criterion not school grades, nor passing but to what extent is the child genuinely flourishing physically, intellectually and emotionally. This is a point of view that ambitious parents and earnest teachers need to reconsider from time to time and it constitutes the chief value of the book.

On the other hand, it is astonishing that a book that discusses "Fundamental Impulses,"

"Developing Thinking Power," "What About Sex" and "A School Program" could be written today, completely ignoring the objective, laboratory studies that have been made in these fields. The treatment of eating, fighting and fear is as general and desultory as if no experimental studies of these impulses had ever been made. There are several quotations from Froebel but none from Thorndike, Watson, Judd, Freeman, Gray or any of the modern laboratory studies of child learning and child behavior. This is the weakness of the book. Such statements are made as: "Reading and writing and all formal work should be postponed until the ninth or tenth year. . . . There should be no restriction. . . . No lessons should be assigned, no burden from the school should enter the home. . . . There should be no examinations, no grading and no failures to be 'promoted.'" The book abounds with such ultimatums delivered with no experimental evidence to support them, nor apparently, with any feeling that such evidence is desirable or necessary.

This is the weakness of the book, its calm ignoring of all the scientific studies experts have made and are still making in the field of child learning and behavior. In their places are dogmatic statements of educational procedures backed by no objective evidence, or else generalizations as episodic as any layman might make.

The value of the book lies in its pithy and provocative statements that challenge whether they convince or not. "Instead of giving children instruction about health," says Mrs. Johnson, "an environment insuring health should be provided." This is good sense and translated into terms of over-crowded classrooms, inadequate out-of-door play facilities and stereotyped health lessons is a sad bit of irony. It is a temptation to let Mrs. Johnson speak for herself. "It is delightful to know birds and trees and animals—why should a

*Marietta Johnson, *Youth in a World of Men*. New York: The John Day Company, 1929. Pp. VIII+307. \$2.50.

child ever receive a star or even 'honorable mention' because he has enjoyed himself," and this last fine bit of wisdom occurs in the chapter on "Religion and the Child." Mrs. Johnson says: "He should live in such a simple, sincere way as eventually to develop the idea that his relation to God is always expressed in love for his fellow men and his love for his fellow men indicates his relation to the Divine. Too often our 'love for God' makes us quite intolerant and critical of our fellows."

On the whole, I should say this book might be more valuable to parents than to teachers. For any group its contribution is in terms of general principles rather than specific methods or procedures for realizing these principles.

MAY HILL,

Western Reserve University,
Cleveland, Ohio.

Refinement of Measuring Instruments.—It is not only necessary to keep the educator up to date in regard to the different movements and developmental trends in measurement but also to acquaint him with the refinement of instruments and methods that are the outgrowth of study and research on the part of test makers. The New Stanford Achievement Test by Kelley, Ruch, and Terman* is a noteworthy attempt in this direction.

The old edition of this test published in 1923 consisted of forms A and B in the Primary and Advanced Examination. The new edition contains five forms, two of which are published at the present time and the remaining forms will be published as needed.

The revision consists of the following: The Paragraph Meaning Test was extended to measure 9th grade ability. The Arithmetic Computation Test was lengthened to include more types of examples and to cover Junior High School Mathematics. The test booklet in the Advanced Examination has been increased to twenty-four pages. All other tests are improved but not changed to so great an extent as the above mentioned tests. The norms for the five new forms are the same as the norms for the old forms A and B so schools that have used the old edition will encounter no difficulty in using the new forms. The test is one of the most thoroughly standardized tests on the market and the validity of its con-

tent has been secured by careful and scientific procedure in the selection of the items to be included in each test. From the standpoint of teachers the separate subject tests are also of great value.

LOUISE PUTZKE,

The University of Chicago.

A new book on "general methods."—Readers of the earlier books of Dr. Burton, which have dealt chiefly with the problems of supervision, will welcome his latest contribution* which is addressed primarily to the student who is preparing for teaching. In this volume the theory of method presented is, as the author himself says, an eclectic one. "Effort has been made to utilize the best of various views and to avoid extremes of emphasis. Indebtedness to various theories and schools of thought drawn upon is easily discerned." (P. VII.)

In surveying the elaborate table of contents of this 600-page book, one is impressed with the complete and thorough treatment of the material and the effectiveness of its organization. The book opens with a few introductory pages of statements and suggestions, addressed to both instructors and students, concerning the development and organization of the material of the book, method of teaching it, outcomes of the study, and its place in teacher training. The material which follows is divided into five "fundamental units." The first of these, "The Nature of Learning and of Teaching," presents and discusses different definitions and some common misconceptions of learning and defines teaching as the "direction of learning."

Unit II is concerned with "such general considerations affecting any type of learning" as self-activity, appreciation, individual differences, effect of age upon learning, etc.

In Unit III, "The Learning Types and Their Direction," the author answers the following questions: How are motor skills acquired? How are clear-cut ideas (percepts) acquired? How may memorization be facilitated? How may problem-solving skills be acquired? How are desirable emotional responses developed and acquired? Are variable statements of learning types legitimate?

This unit is perhaps the most significant of the five. In connection with the treatment of problem-solving the author evaluates the Her-

*Truman L. Kelley, Giles M. Ruch, and Lewis M. Terman, *The New Stanford Achievement Test: Forms V, W, X, Y, Z*. Yonkers-on-Hudson, New York: World Book Company, 1929.

*William H. Burton. *The Nature and Direction of Learning*. New York: D. Appleton and Company, 1929. Pp. XVIII+595. \$3.25.

bartian formal steps and explains Morrison's recently presented and widely used procedure for teaching science units. There is also in this section a clear and comprehensive discussion of the project method in which the Kilpatrick, Hsieh, Charters-Stevenson and Parker definitions are given and evaluated. The section dealing with emotional responses is also very stimulating and suggestive.

Unit IV is concerned with what the author terms "the pupils subsidiary learning activities." Here he treats such topics as drill, acquiring effective study habits, using the laboratory and books effectively, and the place of organization and expression of thought in general learning.

In Unit V, "The Teachers' General Activities," the assignment questioning, testing, grading, diagnosis and lesson planning are discussed.

One of the most valuable features of this book is the way the problems within each unit are organized. Following is the outline used, which is a modification of the Morrison unit plan:

1. Foreword and set of exploratory or pre-test questions.
2. Assimilative material (the text itself,

parallel readings if desired, practical exercises, demonstrations, excursions, etc.)

This material is attacked by appropriate learning activities, reading, study practice, discussion, outlining, reflecting, written organization of thought, etc.

3. Supplementary assignments. When necessary, supplementary assignments are indicated for possible use with some classes. These are additional lessons and not parallel readings as indicated in (2) above.

4. Summary and test questions, exercises, written reactions, etc. (p. 4.)

It is evident that this method of dealing with each topic requires of the student a large amount of independent study and thought.

Unquestionably this volume will be widely used in teacher-training institutions. While it is especially adapted to the needs of students of senior college level it could readily be adapted to the less mature students by the skillful instructor. Teachers and supervisors in the field will find in the book a comprehensive body of material clearly and convincingly presented and effectively organized.

ALICE TEMPLE,

The University of Chicago.

PUBLICATIONS RECEIVED

Primarily for Children

Bell, Alfred H. *The Red Prior's Legacy*. New York: Longmans, Green and Co., 1929. Pp. 256. \$2.00.

Berger, Joseph. *Captain Bib*. New York: Henry Holt and Company, 1929. Pp. 108. \$2.00.

Blaisdell, Etta Austin. *My Garden of Stories*. Boston: Little, Brown, and Company, 1929. Pp. 208. \$2.00.

Bridgham, Madge A. *Merry Animal Tales*. Boston: Little, Brown and Company, 1929. Pp. 186. \$1.50.

Calvin, Jack. *Square-Rigged*. Boston: Little, Brown and Company, 1929. Pp. IX + 334. \$2.00.

Crichton, Frances Elizabeth. *Peep-in-the-World*. New York: Longmans, Green and Co., 1929. Pp. 258. \$1.75.

Howes, Edith. *The Long Bright Land: Fairy Tales from Southern Seas*, with illustrations by Dorothy P. Lathrop. Boston: Little, Brown and Company, 1929. Pp. XIV + 207.

Kirk, W. H., Van Heyde, Lillian, and Orr, Marion Miller. *Our Story Reader: Second Book*.

Boston: Ginn and Company, 1929. Pp. V + 158. \$0.80.

Moe, Louis. *Raggle, Taggle, Bear*. Translated from the Danish of George Kalkar by Anna C. Reque and made into verse by Frank Ernest Hill. New York: Longmans, Green and Co., 1929. \$1.50.

Moe, Louis. *Raggle, Taggle, Bear*. Translated from the Danish of George Kalkar by Anna C. Reque and made into verse by Frank Ernest Hill. New York: Longmans, Green and Co., 1929. \$1.50.

Pyne, Mabel. *From Morning to Night. The Day of a Two-Year-Old in Pictures*. New York: Frederick A. Stokes Company, 1929. Pp. 26. \$1.50.

Schram, Constance Wiel. *Olaf Lofoten Fisherman*. New York: Longmans, Green and Co., 1929. Pp. VIII + 187. \$2.00.

Schwartz, Julia Augusta. *From Then Till Now. Stories of the Growth of Friendliness*. Illustrated by H. Boylston Dummer and others. Yonkers-on-Hudson: World Book Company, 1929. Pp. VII + 309.

AMONG THE MAGAZINES

Editor, ELLA RUTH BOYCE

In the September 18th issue of the **OUT-LOOK AND INDEPENDENT** under the title "Bored at Four", Mrs. Sara J. Wardel gives what is evidently intended as a severe stricture on Nursery School Education. In reading it one wonders to what extent this is a picture of the result of care and thought spent on the modern education of little children and how much it is the presentation of an individual case. Can it be that intelligent organization of the education of little children designed to preserve their individualities will produce the product here described? "So progressive education had its way with him and a sensible, reasonable way it proved to be . . . On the surface he was an apparently satisfactory child. He glittered impressively. . . . I was not satisfied. For Philip, at four was bored with life." Or again—having been led to believe that training for leadership was one of the fundamental tenets of the new education one reads here, "The progressive school, it seems to me, is educating an excellently docile rabble. It is raising up followers and disciples by the score." The final conclusion at which Mrs. Wartel arrives is "So we have brought our boy to the country at least for a year—we hope for the rest of our lives. Successful education is more than the acquiring of a certain amount of empirical knowledge. It is the happiest possible adjustment of one's self to the whole of life and makes a heavy demand on hearts as well as hands."

In the **SCHOOL EXECUTIVES MAGAZINE** for October, Superintendent Frank G. Pickell of Montclair writes on What Education Should be Publicly Financed? The mounting costs of public education with the demands which the changes in curricula are bringing are creating a serious difficulty, since rates and types of taxation have not kept step with these costs. This article reviews

the growth of educational facilities and has this to say of the downward extension of the schools. "If children must go to school, what of the babies? Is the state responsible for protecting their lives and limbs? Is it a matter of importance that their habits be properly formed? Are health clinics a matter of state concern? In short, is it not likely that the scope of education will be pushed downward to include the care of little children? The charge of paternalism may also be made here. But just the same nursery-school education is in the air." Superintendent Pickett believes that "Education is definitely moving in the direction of inclusiveness. Inclusiveness, if it means anything at all means that the public agency which of necessity comes into contact with all the children shall be concerned with every kind of educational activity and with the prevention and amelioration of every kind of social defect which may militate against the life, happiness, and growth of children. . . . The door shall be opened wider as time goes on." The question next arises as to whether sufficient money can be found under our present system of taxation and the answer is no, but he concludes, "if the people really want educational opportunity for all alike as much as they want good roads, automobiles, yachts, race horses, baseball games, prize fights, and the horde of other personal satisfactions that money may buy," they will have it. Should chewing gum not be included in this list?

The **EDUCATIONAL RESEARCH BULLETIN** of the College of Education, Ohio State University in its September 11th issue has two articles on Arithmetic which are interesting to those dealing with early education. The first by R. L. Morton. An Evaluation of Arithmetic Teaching, says that "Arithmetic is in a state of flux; some would say, chaos." He recognizes that this is natural,

since "leaders do not always agree as to what is good practice; and the followers, in as far as they know of the differences among the leaders, find decisions difficult to form." He mentions also the fact that leaders are frequently misunderstood. But there is a large amount of scientific investigation which should help to solve present day problems. The fact is, however, that practice lags behind theory. He discusses numerous arithmetical details and then concludes "arithmetic has made great progress in recent years but every level of advancement of the last thirty years . . . can be found at the present time in our public schools. The evaluation . . . then, depends upon the school and the school, largely upon the teacher."

A different type of article is that written by B. R. Buckingham on *How Much Number Do Children Know?* With the premise "The American school is uncertain regarding the teaching of number in the kindergarten and in the first two grades", he describes a test which Miss Josephine MacLatchy and he "brought to completion in the summer of 1928" "the purpose of which was to measure certain aspects of the number knowledge of young children." Counting, number concepts, and number combinations were the subjects and recognizing the limitations of these, he presents in detail the tests and gives the following conclusions. One thousand three hundred and fifty-six children were examined upon entrance into the first grade and "were able to give a surprisingly good account of themselves. As to how they got what they got, this report has nothing to say." That is to say, no recognition is made of the possible relationship between their surprisingly good showing and kindergarten experience. "Sixty per cent of them had overcome what I should estimate to be quite ninety percent of the difficulty in counting. Approximately half of the children had uniform success in reproducing even the hardest numbers up to ten and an additional 25 per cent were on the way. Quite 40 per cent were successful without exception in identifying and naming the hardest of the numbers. . . . Finally on addition combinations these children showed a surprising ability, an ability which no school so far as I am aware assumes to exist." "In the light of these facts it is difficult for me to believe that children on entering Grade I are not 'ready' for the teaching of number."

In the *JOURNAL OF EDUCATIONAL RESEARCH* for September, *A Study of Juvenile Theft* is reported by Harry J. Baker, Fred J. Decker and Arthur S. Hill of the Detroit Public Schools. Its findings are surprising in some respects and if they may safely be used as a test for environment for children will be helpful. First a description is given of the technique by which eighty-four boys convicted of juvenile theft are compared with an equal number of other boys, being matched as to age, grade, nationality, and neighborhood status. Three headings give a summary of the findings. "(1) The factors showing no significant differences were economic status, father's occupation, size of family, position of boy among siblings, roomers or boarders in the house, church attendance, health or injury, time in school, change of schools, school marks, work and earning power of the boys, and attendance at movies. (2) Factors showing considerable differences in favor of the control group were conventional ages of parents at the birth of their children, unbroken homes, lack of crowding in the homes, general intelligence, supervision of play, correction of physical defects, suitable playmates, and church affiliation. (3) Factors showing quite marked differences in favor of the control group were good character traits in parents and children, physical conditions of homes, supervisions by parents not employed, and school attitudes."

The *LITERARY DIGEST* in its issue of October 5th quotes from *HEALTH NEWS*, the publication of the U. S. Public Health Service concerning Defective Speech in Children. It estimates that there are 1,000,000 persons in the United States with some speech defect and of these 500,000 are stammering or stuttering children. Most speech defects are functional and not organic and can therefore be corrected. The fact that most of them develop between the third and eighth years of life make this an important problem for those who deal educationally with young children. The common form of speech defect are listed and several valuable points are made. "The popular belief that children who do not learn to talk at the normal age are mentally defective is responsible for much unwarranted anxiety." "The underlying cause of stammering is purely mental." "According to some observers, stammering is more or less common among left-handed children when they are

taught to become right-handed writers. This opinion is largely responsible for the objection to educators attempting to train left-handed children to become right-handed." "Parents should not be deluded by any expectation that 'children will outgrow the defects.'" "The wise parents will take advantage of these clinics (speech), or will otherwise give attention to the speech disorders of their children, in order to remove the handicap in life which these disorders impose."

In PARENTS for October, Stanwood Cobb, president of the Progressive Education Association, gives an excellent statement of what progressive education is.

Elizabeth Frazer writing in the October GOOD HOUSEKEEPING on A New Job for the Public Schools presents the subject of the

Visiting Teacher. She gives the educational value, sociological problems and practical details of the latest officer of the school system, illustrating with a number of actual incidents. Of the degree to which this vision is being realized she writes, "There are distinct signs of progress . . . Here and there, dotted all over the country, this new type of specialist, with child guidance training, is being tried out with excellent results. But taking the country as a whole, we may say that in this field, the ground has scarcely been scratched as yet. Far too many schools are still proceeding in the old orthodox fashion of fitting the child mercilessly to a rock-ribbed program without study of individual needs, and committing the incorrigibles who have rebelled at the system to a reformatory. To change this situation, communities themselves must be roused."

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